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ABSTRACT

A conceptual framework for further education (FE) outlines a design for the future of FE curriculum in Victoria. This framework needs to consider shaping influences--political, economic, technological, and cultural considerations--and educational debates---humans as learners, models of knowledge and learning, and educational practices. A close inspection of eight lifelong learning goals that shape this framework reveals four key principles: multiplicity, connectedness, critical intelligence, and transformation. The FE curriculum design model coherently assembles four key aspects of FE teaching and learning: educational practices, learning outcomes, recognition outcomes, and pathway outcomes. Educational practices include the following: the initial assessment, selection, and placement processes; pedagogical processes (modes, media, activities, resources); integral assessment processes; and continual evaluation of learning processes. Learning outcomes include three interactive variables: subject context, conceptual and linguistic development, and learning to learn. Recognition outcomes cover formal and informal recognition of what has been learned. Pathway outcomes suggest destination, choice, direction, access, barriers, and progress. A key factor is transferability. The framework entwines two strands given prominence in relevant policies: quality and choice. (Appendixes contain the four aspects and four principles at a glance, 41 references, and an index.) (YLB)

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Transforming Lives Transforming Communities

A Conceptual Framework for Further Education
(Second Edition)

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A conceptual framework prepared for the Adult, Community and Further Education Board by Delia Bradshaw.

Adult Education in the Community

TAFE of course

Transforming Lives, Transforming Communities

A Conceptual Framework for Further Education

(Second Edition)

A conceptual framework prepared for
the Adult, Community and Further Education Board
by Delia Bradshaw.

A curriculum is a design for the future. That is its most crucial characteristic, among many others. A curriculum provides, even if entirely implicitly, the knowledges, the principles, and the modes of thinking, the possibilities of action which form the stuff with which, around which, and out of which people can, if they wish, make themselves as social subjects. A curriculum projects a vision of the future, and it is that aspect which forms the basis for the examination of present curricula, and of any changes and reforms which are proposed.
Gunther Kress, Writing the Future, *p.9.*

It would be catastrophic to become a nation of technically competent people who have lost the ability to think critically, to examine themselves, and to respect the humanity and diversity of others ... It is therefore very urgent right now to support curricula efforts aimed at producing citizens who can take charge of their own reasoning, who can see the different and foreign not as a threat to be resisted but as an invitation to explore and understand, expanding their own minds and their capacity for citizenship.
Martha Nussbaum, Cultivating Humanity: a classical defense of reform in liberal education *quoted by Michael Berube in 'Citizens of the World, Unite',*
Lingua Franca, *September 1997, p.57.*

Transforming Lives, Transforming Communities:
A Conceptual Framework for Further Education (Second Edition)

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ABSTRACT

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Transforming Lives, Transforming Communities outlines a design for the future of further education curriculum in Victoria. As a conceptual framework, this document concentrates on concepts and ideas and on naming what goals, principles and design aspects matter most in further education curriculum.

Transforming Lives, Transforming Communities draws on a wide range of sources. It is a fusion of the many voices speaking about further education theory and practice, a distillation of the wide-ranging, future-focused adult education debates occurring around the world today. Valuable ideas have been generated from studying local, national and international sources, including the United Nations Educational, Scientific and Cultural Organisation (UNESCO), the European Commission and the Asia South Pacific Bureau of Adult Education (ASBAE). In fact, this framework could be read as an answer to the question posed by one of these sources, Singh's *Education for the 21st Century: Asia-Pacific perspectives:*

In the process of reflecting on educational goals for a changing society, one must face the questions: what kind of future society is likely to be shaped by a particular type of education, and what characteristics of the individual will contribute to a desirable society? (p.44)

In considering the relationships between education, society and individual characteristics, this conceptual framework identifies the major influences and current educational debates of which a contemporary further education curriculum should take account. These ideas and concepts provide the basis for:

- the vision and values that inform the framework;
- the eight lifelong learning goals in which it is grounded;
- the four key organising principles that embody these goals and values; and
- a curriculum design model that fuses all these elements.

Transforming Lives, Transforming Communities gives prominence to four key organising ideas: **multiplicity, connectedness, critical intelligence** and **transformation**. These four principles, the conceptual backbone of the framework, provide a cogent way of synthesising the eight lifelong learning goals. They are the common threads that give coherence to its curriculum design model. This is a four-in-one curriculum design model that knits together **educational practices, learning outcomes, recognition outcomes** and **pathway outcomes,** these being the four aspects of further education curriculum most esteemed, locally and internationally, by further education practitioners, further education researchers and further education theorists.

Details of how the four-in-one curriculum design model embodies, collectively and individually, the principles of multiplicity, connectedness, critical intelligence and transformation are provided in explanatory notes and tables. Thumbnail sketches of three further education courses demonstrate the curriculum model in action.

Transforming Lives, Transforming Communities validates and affirms the fine further education practices evident in Victoria today. As touchstones for this framework, these fine further education practitioners provide an abundance of living examples of what is advocated in this framework. Recognising the significance of their role in shaping the future, this document speaks primarily to those immediately involved in developing further education curriculum, that is, educators, teachers, tutors and course designers. Given the scope of its vision, this volume speaks also to educational planners, policy writers and adult educators in general.

LISTS

Photo: Ponch Hawkes

Abbreviations

AAMT	Australian Association of Mathematics Teachers
ACE	adult community education
ACFE	adult, community and further education
AGPS	Australian Government Publishing Service
ACRC	Australian Competency Research Centre
ALBSAC	Adult Literacy and Basic Skills Action Coalition
ALIO	Adult Literacy Information Office
AMES	Adult Multicultural Education Services
ANTA	Australian National Training Authority
ARIS	Adult Education Resource and Information Service
ASBAE	Asia South Pacific Bureau of Adult Education
AQF	Australian Qualifications Framework
AVETMISS	Australian Vocational Educational and Training Management Information Statistical Standard
CAE	Council of Adult Education
CGEA	Certificate of General Education for Adults
COSSACS	Certificate of Occupational Studies in Social and Community Service
CSWE	Certificate in Spoken and Written English
DEETYA	Department of Employment, Education, Training and Youth Affairs (recently changed to DETYA, Department of Education, Training and Youth Affairs)
DVET	Department of Vocational Education and Training
EEC	Electoral Education Centre
GCO	General Curriculum Options
MCEETYA	Ministerial Council of Employment, Education, Training and Youth Affairs
NBEET	National Board for Education, Employment and Training
NCVER	National Centre for Vocational Education Research
NIACE	National Institute of Adult Continuing Education (Leicester)
NLLIA	National Languages and Literacy Institute of Australia
NRS	National Reporting System
OTFE	Office of Training and Further Education
RMIT	Royal Melbourne Institute of Technology
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
SCUTREA	Standing Conference on University Teaching in the Education of Adults
STB	State Training Board
TAFE	Technical and Further Education
UNESCO	United Nations Educational and Cultural Organisation
VCE	Victorian Certificate of Education
VET	Vocational Education and Training
WADT	Western Australian Department of Training

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INTRODUCTION

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Where does this further education conceptual framework come from?

Preamble

In Victoria, the State Training Board (STB) and the Adult, Community and Further Education (ACFE) Board share statutory responsibility for adult, community and further education (ACFE). Together the STB and the ACFE Board are required by legislation to develop sequential three-year plans for the development of ACFE in Victoria, including curriculum development. ACFE comprises general adult education, further education (adult literacy and basic education, access and preparatory education, English as a second language, the Victorian Certificate of Education(VCE) for adults), and vocational education where it is delivered by the adult and community education (ACE) sector.

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In Victoria, the ACFE Board has legislative responsibility for the accreditation of all areas of further education for adults except the VCE.

This conceptual framework for further education called *Transforming Lives, Transforming Communities* was developed for four primary reasons.

Four reasons for the framework

1 **The sheer size of the further education effort.** In 1997, around 100,000 Victorian adults participated in a further education course, whether at a community organisation, the Council of Adult Education (CAE), Adult Multicultural Education Services (AMES), a Technical and Further Education (TAFE) institute or a private agency. Altogether there were 258,528 enrolments with a total of 16,508, 903 student contact hours. The ACFE Board wanted to enhance educational outcomes for this large number of people participating in further education programs.

The [International] Commission [on Education for the Twenty-first Century] does not see education as a miracle cure or a magic formula opening the door to a world in which ideals will be attained, but as one of the principal means available to foster a deeper and more harmonious form of human development and thereby to reduce poverty, exclusion, ignorance, oppression and war. Jacques Delors, Learning: the treasure within – highlights, *p.11.*

The times are right for adult education research to make a conscious assault on the narrow economism which eats at the heart of our humanism ... People increasingly feel a need for security, relationships, meaning, recognition, belonging, affiliation, and they want a strengthened sense of citizenship with the rights, duties, obligations and entitlements that accompany it. This is where adult, community and further education has its greatest contribution to make, and it must make it. Kaye Schofield, 'The Prioress, The Wife of Bath and the ACFE Researcher', Speaking Back Again, *pp.10-11.*

2 **The high quality of much of the teaching and learning and course content.** The ACFE Board could see that the good news story of further education was hard to tell because the diverse and extensive ground it occupies was not well charted. Despite the many instances of outstanding further education practice in Victoria, the absence of a coherent framework for further education has meant that across the state:

- educational objectives and outcomes can be inconsistent;
- pathways are variable in strength and visibility;
- the best of further education curriculum development is not always readily available to all;
- a strategic approach to the development of new further education curriculum is harder to attain; and
- professional development can lack focus.

3 **Further education and its relationship to vocational education and training.** While further education complements vocational education, it has its own intrinsic character and identity. Yet there are no national standards for further education. There is no industry training advisory board for further education. The broad socio-cultural reach of further education does not lend itself readily to a competency-based approach designed for vocational training purposes.

4 **National changes to vocational education and training announced in 1996.** These included new arrangements such as training packages and devolved accreditation. The ACFE Board wanted to align ACFE with the changes without losing any of the distinctiveness, breadth, flexibility and learner-centred focus of further education.

A forum was held at the end of 1996, attended by representatives of TAFE institutes, ACE organisations, private providers and academics with an interest in further education and vocational education and training. This forum confirmed the development of a further education framework. This task was commissioned by The ACFE Board in 1997.

Methodology: initial consultations

The methodology for the first stage of the development of a further education conceptual framework covering the period from late June to mid-November 1997, was

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designed to take account of the education and training policy climate of the time. The methodology included:

- a wide-ranging literature search;
- the production of a discussion paper summarising the critical issues that emerged from this search;
- the call for written responses to that discussion paper;
- the organisation of a series of consultative workshops based on the revised discussion paper; and
- consultations with individuals familiar with allied or related frameworks, such as the Certificates in General Education for Adults (CGEA), the National Reporting System (NRS) and the Key Competencies.

The outcomes of these consultations, the results of the literature search and the qualities of good practice identified in recent local further education curriculum initiatives provided key reference points for the publication, *Transforming Lives, Transforming Communities* (first edition), which was published in December 1997.

Methodology: Australia-wide and Victorian regional consultations

A draft version of *Transforming Lives, Transforming Communities* was tabled at the ACE Task Force of the Ministerial Council of Employment, Education, Training and Youth Affairs (MCEETYA) in September 1997. ACE Task Force members recommended to the Australian National Training Authority (ANTA) that national ACE project funds be used to consult nationally about the usefulness of the framework in other states and territories. These national consultations took place during March and April 1998. In a separate but parallel process, educational organisations and teachers in all Victorian regions of ACFE were also asked for their views. Altogether, over 200 people participated.

Data gathered by the consultations came from five sources:

1 Meetings in major cities in each state and capital territory;
2 Meetings in each of the nine Victorian ACFE regions;
3 A web site;
4 Written submissions; and
5 Meetings with individuals.

There was a common agenda for all of the consultations. A set of worksheets asked the following questions of all who contributed:

1 *Does the framework capture the most significant elements of further education thinking and practice?*
2 *Would you consider using the framework as a basis for developing and accrediting further education in your State or Territory?*
3 *What would be the advantages in a common national approach to further education curriculum?*

A full account of the national consultation processes and findings are recorded in the Report of the National Consultation Concerning a Further Education Curriculum Framework. The findings from this wide range of 1998 consultations have informed the scope and shape of this second edition of *Transforming Lives, Transforming Communities*.

Part of reforms

This conceptual framework for further education is part of the reforms being undertaking in the areas of further education curriculum development and of registration/recognition arrangements for community based providers. These two areas are interlinked and are intended to provide a coherence and flexibility to enable local further education responses to local learning needs.

Transforming Lives, Transforming Communities is now an ACFE Board policy document and will guide the development of further education curriculum and accreditation in community organisations, TAFE institutes and private agencies in Victoria. Resource development is under way in the areas of curriculum development, course accreditation and good practice. Professional development has began and further education staff will be designated and resourced to support the implementation of curriculum development.

Rationale for reforms

The need to diversify opportunities for lifelong learning and to strengthen responsiveness to learners is driving the ACFE Board's reforms. By providing a coherent and visionary approach to further education, the ACFE Board hopes to achieve:

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- enhanced quality of education through clearer educational objectives;
- support for local diversity of provision within a widely accepted and well-understood framework;
- reliable, well-understood, locally relevant and well-respected pathways for students to paid and voluntary work, post-secondary qualifications, civic involvement, and personal development;
- greater capacity to draw on the best of further education curriculum development initiatives from around Victoria; and
- a more focused effort to improve professional development for further education teachers.

Both the STB and the ACFE Board Vision statements emphasise lifelong learning, and further education is intrinsic to achieving a lifelong learning approach.

What kind of framework is it?

A Concept Map

Transforming Lives, Transforming Communities is a fusion of the many voices that typify the wide-ranging, future-focused adult education debates occurring around the world today. This conceptual framework synthesises the most compelling of these key ideas, offering an opportunity for thinking anew about the future of further education in Victoria, an opportunity for extending current further education values and practices.

This framework for further education can be thought of as a concept map for navigating the complex terrain of further education curriculum in all its scope and variety. Learners, teachers, educational agencies, enterprises, learning organisations, researchers, administrators, policymakers, the ACFE Board and the STB can use it as a guide for strengthening further education curriculum theory and practice.

Infusing this conceptual framework is a vision that further education makes a significant contribution towards the creation of personal and social futures. The name *Transforming Lives, Transforming Communities* encapsulates these powerful possibilities for individuals and communities alike. The term 'communities' is understood in its broadest sense – geographical communities, cultural communities, workplace communities, communities of mutual interest, virtual communities – that is, wherever and however learning communities manifest themselves.

The same complaint is voiced with almost monotonous regularity: Of course, we're going to need technology and the related know-how, professionalism and expertise in the future. But the initial requirement is for adaptability and flexibility, the ability to discard outmoded routines, creativity, the capacity for acquiring new knowledge, a holistic approach and concern for the total entity, a comprehensive view, an awareness of the importance of the environment and management of resources, both locally and globally, precision and a sense of quality, communication skills, a spirit of co-operation, mutual understanding ranging from the smallest group to large international bodies, the ability to distinguish between the essential and the non-essential, the ability to come to terms with a problem and solve it along with others, willpower and the ability to make decisions and assume responsibility for the consequences of those decisions . . .

These requirements crop up again and again in corporate strategies and in theories. The Golden Riches in the Grass: lifelong learning for all, *p.18.*

The Committee considers that the time is ripe to rethink the national policy framework under which the ACE and VET sectors operate, and to orient that policy clearly towards the development of what has been called 'a learning society'. Beyond Cinderella: towards a learning society – overview, *p.19.*

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This educational framework attempts to blend the best of the old and the best of the new. It does not replace the good educational models and practices of further education that currently exist: it joins, extends and strengthens them. Whilst acknowledging the educational ground already covered or being revisited by other projects – for example in the realms of language, literacy, numeracy or key competencies – the scope of *Transforming Lives, Transforming Communities* is broader. This conceptual framework is not, however, an attempt to construct a fixed, uniform, overarching superstructure of further education competency standards. Such a task was deemed not only impossible, given the multitude of courses and subject areas that call themselves 'further education', but also undesirable. In this conceptual framework, richness and integration of learning is favoured over minimalism and fragmentation.

Curriculum

The term 'curriculum' can be interpreted narrowly or broadly. The definition of curriculum that informs this conceptual framework for further education was used by the Victorian Vocational Education and Training Curriculum Board:

> Curriculum goes beyond course specification to embrace the wider organised learning experience . . . The learning needs of each individual student should be considered in terms not just of the choice of modules but of activities, materials, delivery modes and teaching styles [which ensure] a set of responsive learning experiences in accordance with the needs of each individual learner.

Transforming Lives, Transforming Communities is a way of identifying what constitutes the wider organised learning experience. The principles, practices and outcomes that are placed centrestage in this further education framework make it distinctive.

Further Education Framework Principles

Transforming Lives, Transforming Communities specifies four principles for naming and evaluating further education curriculum. These principles are **multiplicity, connectedness, critical intelligence** and **transformation**. Derived from a consideration of the lifelong learning goals applauded by adult educators all around the world, they sit at the heart of the framework.

Further Education Practices

The pivotal role of further education practitioners in achieving quality further education is affirmed. This framework makes visible the centrality of educational practices in realising the lifelong learning goals and the further education values embedded in the four key principles.

Further Education Outcomes

A richly textured definition of further education outcomes is provided. This framework expands learning outcomes to include knowledge, understanding, values reflection and critical analysis as well as behaviours, skills and performance. It adds pathway outcomes and recognition outcomes to the more customary learning outcomes to give a broader dimension to further education outcomes.

Diagram 1 illustrates how the further education framework principles generate the further education practices which, in turn, enable the desired further education outcomes.

Diagram 1: Further Education Principles, Practices and Outcomes

Curriculum Outcomes	**Educational Practices**	**Framework Principles**
Learning		*Multiplicity*
Recognition		*Connectedness*
Pathways		*Critical Intelligence*
		Transformation

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CONTEXT

Photo: Ponch Hawkes

This conceptual framework for further education is located in a historical, philosophical and political context.

This section will first consider the term 'further education' and the various meanings attached to it. This will be followed by examples of further education in practice. Following this theoretical and practical profile of further education is a summary of some of the main influences and debates shaping contemporary educational thinking and practice, forces further education curriculum cannot ignore. This outline of current educational imperatives is the source of many of the key organising ideas for this conceptual framework that are next described – for the vision and values that inform it, for the lifelong learning goals it spotlights and for the four framework principles it distils.

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What is further education?

Many interpretations

Further education means many things to many people. This diversity of meanings, if not clarified, can cause confusion. A further education framework needs to be as inclusive as possible of the range of ways in which further education is understood, both theoretically and experientially. The three most common meanings are:

1 Further education is often used as if there is no distinction between adult education, adult community education, lifelong learning and further education. This usage implies that all these terms can be used synonymously and interchangeably, as a shorthand way of referring to an approach to education in general rather than to subject content or program focus in particular.

2 Further education is one among many manifestations of adult education, others being higher education, community education or vocational education. In this second instance, further education is that domain of general education that provides the basic educational foundations necessary for employment, retraining, further study, citizenship and other forms of participation. This second definition encompasses general adult education (such as adult basic education) that prepares learners for the pathways of their choice.

3 Further education also has some technical meanings. Strictly speaking, as referred to in the Victorian Adult, Community and Further Education Act 1991, further education means 'that part of technical and further education which is not vocational education and which is not provided by a university or autonomous college' *(Vocational Education and Training Act 1990,* p.3). In practice, this refers to access and general preparatory programs that prepare students for further education and training, English as a second language programs, adult literacy and basic education programs, and adult VCE programs. Of these, only the adult VCE is not covered by this framework. From a data collection point of view, the Australian Vocational Educational and Training Management Information Statistical Standard (AVETMISS) classified up to the end of 1998 as Stream 2000 'courses that provide remedial education and involve other preparatory activities to enable participation in subsequent education or social settings and are of a type to achieve basic skills and standards' (2100) or 'of a type which prepares students for further education' (2200).

Further education, therefore, can mean – as seen in **1** and **2** above – an embodiment of educational philosophies, educational values and educational pedagogies, an ethos dedicated to wholistic and transformative education. Or it can mean – as seen in **3** – a description of systemic boundaries, a categorisation for the purposes of program funding and allied matters.

Definition used for this conceptual framework

For the purposes of this conceptual framework, further education means general education for adults that gives priority to foundations, preparedness and pathways. At present, such courses focus on foundational education, readiness for work and/or return to study.

It is a definition that harmonises statutory, and practical working definitions of further education.

This definition comes to life when illustrated. The following pen portrait of further education programs, learners and locations is a pictorial study that is gradually built up by responding to the following questions:

the Committee continues to affirm the value of a concept of education and training which is inclusive and which addresses multiple needs . . . employees are not just 'hands'. Adult educators have always approached their task holistically, placing learners at the centre of their attention, with an integrated view of their cognitive, technical and personal development. This is the traditional ACE model and, in the Committeeis view, all vocational preparation should embody these precepts. Beyond Cinderella: towards a learning society, *p.5.*

The information and knowledge-based revolution of the 21st century will be built on a very different foundation – investment in the intellect and creativity of people. The Learning Age: a renaissance for a new Britain, *p.9.*

- Is 'further education' called by different names in different places?
- How would you know a course was a further education course?
- What are the characteristics of further education students?
- How many further education students are there across Australia?
- Where will a further education student be enrolled?

Responses to these questions demonstrate in a concrete way the range and richness implicit in the abstract term 'further education'.

Is further education called by different names in different places?

Across Australia, the terms used for further education are:

- general education because this education is not vocationally specific – its primary focus is broadly transferable skills, understanding and knowledge;
- preparatory education because this education prepares adult students for employment or for entry to higher education and accredited vocational education (along a range of pathways such as mature age entry arrangements, local or internal arrangements that recognise graduates of preparatory courses, or entry to and successful completion of a Year 12 certificate);
- foundation education because this education most commonly covers or is pitched at the adult education equivalent to the first twelve years of schooling and/or Certificates I-IV in the vocational education and training sector;
- further education because this affiliates it with the further education component of TAFE; and
- Stream 2000 because this was the way further education courses were identified in the collection of national vocational education and training statistics up to the end of 1998.

In education, these modes of human apprehension – intuition, ethical thinking, aesthetic perceptions – are the very substance of educational action if education is to be anything more than a mechanical exercise in conditioning. . . . Integration will be the new paradigm. Raja Roy Singh, Education for the 21st Century: Asia-Pacific perspectives, *p.15.*

I'm not used to school – having to write, write, write ... We liked to talk about things, all sorts of things, to do with our lives. Access (small business) student, Delia Bradshaw and Allie Clemans. . . . But who'll answer the phone?, *p.39.*

How would you know a course was a further education course?

The range of further education courses is immense because of the diversity of learners (in terms of prior educational attainment, personal motives and desired pathways out of the courses) and because of the large size of the learner population. Further education courses are generally categorised as, or are a combination of, one of the following:

- adult literacy or basic education (whether standing alone or conducted in conjunction with vocationally specific studies);
- numeracy;
- English as a second language;
- life skills and life planning;
- work preparation;
- return to study (including preparation for higher education);
- Year 12 for adults (which is not covered by this framework because other arrangements apply).

Some of the many thousands of further education courses across Australia are advertised like this:

- **Return to Study** for adults wanting to do Year 12 or preparing for mature age tertiary entry.
- **Reading and Writing** for women with little or no formal schooling retrenched from employment in, for example, the textiles, clothing and footwear industry.
- **Introduction to Australian History** for those, especially early school leavers or adults who are new to Australia, seeking basic general knowledge about the history of Australia.
- **Language on the Job** for employees in need of better literacy and/or English language to successfully complete workplace based, accredited vocational training.

- **Stepping Stones** for women interested in exploring life options including community involvement, returning to work and/or study.
- **Understanding our Legal and Political World** for adult basic education students who want to know how democracy works in Australia.
- **Retail and Arts Program** for young unemployed people with poor literacy and numeracy who want to combine retail and community arts skill development and work experience.
- **Learning through Computers** for beginners who want a basic working knowledge of computers and their capabilities for home, for work, for study and for daily living.
- **Business Skills** for Koorie women with poor literacy and numeracy wanting to set up a co-op to sell art work.
- **Personal Development through an Introduction to Psychology** for adults who, on the whole, have not completed secondary schooling and want to learn how psychology can be applied in their daily lives.
- **Introduction to Multicultural Childcare and Linguistic Skills** for parents, grandparents, prospective vocational education students, community volunteers and those interested in exploring future employment in the childcare area.
- **Diploma of Liberal Studies** for adults who want a humanities education beyond Certificate II of the CGEA (for example) to prepare for tertiary entrance or who want to undertake it for personal development.

In Victoria, the course could be either nationally accredited or of local relevance and with local recognition. Examples of accredited further education courses that are recognised nationally are:

Certificates I-III in Workplace Education
Certificate I in Koorie Education (Coorong Tongala)
Certificates I-II in General Education for Adults (CGEA)
Certificates I-IV in Spoken and Written English (mixed focus) (CSWE) *
Certificate I in Planning for Employment and Training
Certificates I-II in Koorie Education Training and Employment
Certificate II in Vocational Skills for Migrant Nurses
Certificate II in Science (Bridging)
Diploma of Liberal Arts.

* Copyright is held by AMES NSW. Copyright for all others listed is held by Victorian organisations.

What are the characteristics of further education students?

In addition to those participating in the further education courses mentioned above, further education learners might include:

- an indigenous woman aged 40 employed as a health worker in the Northern Territory, who needs to get registration and whose prior schooling is the equivalent of Grade 4;
- a woman aged 25 who, due to domestic responsibilities and ill-health, had to leave school early and now wants to improve her reading, writing and basic education so she can help her children with their schoolwork;
- a Turkish woman aged 45 who qualified as a clerk in Turkey but has insufficient English to participate in an Australian workplace and/or tertiary education course;
- a man aged 37, in the workforce from the age of 15 and recently unemployed, with reasonable literacy and numeracy skills and who now wants to do a Return to Study course for adults as a precursor to VCE or university entrance; and
- an Italian man aged 71 who has lost much of his vernacular workplace English and can't communicate with his grand children, who do not speak Italian.

On the basis of these representative profiles, it is possible to say that:

a The further education student will most often not have completed secondary schooling.
b Further education students will include those who have completed a secondary schooling but who lack confidence to re-enter education and/or work (due, for example, to a long absence from the workforce and/or education, maybe from time out of the workforce for childrearing) *or* have come to Australia with insufficient English to re-enter education and/or work or have been de-skilled as a result of unemployment.
c A primary or a secondary school is not usually an appropriate environment for an adult further education student.

How many further education students are there across Australia?

In statistical data published by NCVER (National Centre for Vocational Education Research), further education is

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treated as a subset of vocational education. In 1997, across Australia,

- 24.8 per cent of enrolments and 20 per cent of student contact hours in all vocational education were further education students;
- this made a total of 457, 600 enrolments and 60,402,000 student contact hours in further education courses.

These figures include further education programs in community organisations, TAFE institutes and private agencies. It must be borne in mind, however, that the further education figures could be higher, the scope of data collection processes varying from state to state.

Where will a further education student be enrolled?

Further education students will be enrolled at either:
a a TAFE institute
b an ACE organisation
c an AMES location
d a CAE site or
e a private agency.

Transforming Lives, Transforming Communities is a conceptual framework for further education curriculum wherever it occurs, whether in the community, at a TAFE institute, an AMES site, a private agency or (as part of enterprise learning) in a workplace. The primary interest of this framework is with further education curriculum; however it may also influence curriculum beyond further education – for example, Vocational Education and Training (VET) programs or ACE courses not explicitly designated or specifically named as further education.

becoming a learning society is a public and political process . . . it is about recreating our democracy within and as part of the 21st century world . . . Chris Duke, 'Metaphors of Learning' in Adults Learning, *June 1995, p.301.*

Being able to speak to people on the Internet without making spelling mistakes makes me feel on top of the world. Shaun Terry, adult basic education student, quoted in 'New Learning Technology in Adult Education in the Community' in Learning for Life: ACFE BOARD FACT SHEETS.

What shaping influences and educational debates does this conceptual framework need to consider?

Global and local shaping influences

Political, economic, scientific, technological and cultural forces, as well as the ethical choices they present and represent, inevitably shape all educational activity. This conceptual framework for further education takes account of these shaping influences, mindful of the way the world is now, as it has been and how it might be.

All the literature surveyed stresses the central role to be played by learning as we move towards and into the twenty-first century. In reviewing the literature, a number of issues facing the whole globe were highlighted in all the publications. Those in most urgent need of consideration are:

Political and economic considerations
- globalisation of systems and operations
- internationalisation of trade and the economy
- changes in the international order
- movements of peoples
- persistent gender disparity
- oppressive regimes and ideologies
- high-speed information manipulation and transfer
- shift from an industrial economy to a service and information-based economy

Scientific and technological considerations
- march of science and technology
- application of information and communications technology to most areas of activity
- ecological imperatives

Cultural considerations
- extent and pace of change
- premium on choice and options
- growing sense of risk, uncertainty, confusion, loneliness and alienation in a world of conflicting meanings and competing choices
- dominance of the mass media and its impact on culture
- uncertainties related to the type, organisation and availability of work

- shifts in values towards work and leisure
- social and cultural changes in traditions and assumptions related to gender roles, family life and ethics.

For Australia, there are important local issues that need consideration as well. These include:

Justice considerations
- reconciliation with Australia's indigenous people
- widening gap between the technology/information rich and the information poor
- widening gap between the learning rich and the learning poor
- shifts in access to learning, work and leisure

Demographic considerations
- changing age-structure of the workforce
- Australia's ageing population
- Australia's diverse cultural composition
- population drift from rural to urban centres
- shifts in regional patterns of socio-economic hardship

Work/Leisure considerations
- shifting meanings of terms: work, employment, productivity, vocation, whether paid or unpaid
- reconfiguration of work patterns, distribution and occupations
- increasing emphasis on 'knowledge' workers and intellectual and social capital
- disappearance of entry level options for young adults
- high rates of unemployment and under-employment; people not finding any work or enough work or work they want
- increase in part-time and casual work
- increased feminisation of the labour force
- increased disparity between vocationally/materially rich and vocationally/materially poor
- reconfiguration of leisure patterns
- increase in emphasis on productive 'retirement'

Governance considerations
- potential constitutional change
- foregrounding of citizenship
- restructuring of public and private sectors
- government policies seeking to outsource service delivery

Regional considerations
- shift of economic and political focus from Europe to Asia.

Implications of these imperatives

The political, economic, cultural and technological imperatives listed above push all educators to engage with the everyday instances of these 'new times' – globalisation, electronic networks, shifting alliances, accelerating change – whether as opportunities or as threats. These macro and micro forces have markedly shaped, and continue to shape, debates in education and training. They challenge long-standing traditions concerned with education and knowledge. They warn of the dangers of a society that absorbs all change uncritically. They foreground particular questions about education for close scrutiny, questions to do with the desire for learning, the centrality of cultural understanding and the need for a more creative and innovative workforce and citizenry.

It is for these reasons that many writers stress that lifelong learning itself has become an imperative. A statement made by Peter Kearns, the author of *Lifelong Learning: the implications for VET*, typifies this:

> The extent and pace of change means that old habits and attitudes are no longer relevant. Escalating change . . . means that a capacity for lifelong learning, in order to learn new skills and acquire new knowledge, has become essential for all. (p.3)

'Lifelong learning' is a phrase on everyone's lips. All the discussions and debates about the vital role to be played by further education point to the need for political commitment to this ideal. As Kearns goes on to say:

> Fostering a lifelong capability for all, as a means to empowerment and employability, becomes a critical challenge if Australia is to avoid a society divided into information rich and privileged and information poor and under-privileged. (p.4)

Major educational debates

How well societies and governments respond to the challenge of lifelong learning, the literature makes clear, hinges on the way in which they answer the following questions:

Humans as learners
Empty vessels *or* active participants?
Compliant consumers or contributing citizens?
Heads and hearts as well as hands?

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Models of knowledge and learning

Individually focused *or* socially situated?
Community well-being as well as individual training?
Dynamic integration of technical, conceptual and critical knowledge *or* static provision of unproblematic facts and information?
Short-term *or* long-term transferability?
Personal and community development as well as vocational skills and enterprise training?

Educational practices

Situated learning *or* decontextualised instruction?
Consultative *or* prescriptive processes?
Unilateral *or* democratic processes?
Instrumentalist *or* multipurpose approaches?
The new technologies and multimedia: exclusive *or* accessible?
The new technologies and multimedia: lockstep *or* interactive?
Learning relationships: one way *or* two way?

While none of the texts examined dispute the centrality of learning and its role in determining how individuals will live and how societies will evolve, the authors differ in their beliefs about the learner, about knowledge and about power relations in society. That is, they differ in the way they respond to and act on the questions posed above.

It has been argued that the educational requirements for the future are international understanding, linguistic skills, the ability to interpret symbols, a spirit of co-operation and participation, flexibility, a holistic approach, the ability to use both sides of the brain, openness and the motivation to seek constant development and learning. These qualities are not technical. Not even academic. They are human. ... Tomorrow's adult learning must unite intellect and feelings, progress and caring, vision and substance, the ring and the arrow, fusing them together to form a creative spiral. The Golden Riches in the Grass: lifelong learning for all, *p.8.*

Some equate lifelong learning with user-pays vocational training, accepting it as obligatory in today's competitive world. Others understand lifelong learning to mean learning for all aspects of life, perceiving further education and vocational education to be mutually interdependent and a joint responsibility of government, learning organisations, the local community and the individual.

Such different interpretations highlight the importance of any educational initiative being explicit about its educational purposes and practices, about the outcomes and pathways encouraged; that is, about its own frameworks. It is time to spell out the assumptions and values about learners, about learning and about broader social goods that are inherent in the conceptual framework for further education in *Transforming Lives, Transforming Communities.*

What vision and values are embodied in this conceptual framework?

Vision

As a carrier of values, a conceptual framework can be seen as a design for the future, as a vision of what is highly desirable in a society and in its citizens. As Raja Roy Singh, the author of *Education for the 21st Century: Asia-Pacific perspectives*, says so eloquently:

The future is not some place we are going to, it is one we are creating. (p.7)

The vision infusing this conceptual framework is premised on the belief that further education can make a significant contribution towards the creation of the future, towards personal and social transformation, towards a learning culture, towards community building. It is a vision of society that advocates a peaceful, prosperous and healthy future for all on the globe.

Transforming Lives, Transforming Communities embodies longstanding beliefs and traditions of adult, community and further education, a field that has always promoted the values of agency through collective negotiation and reconciliation. The vision invigorating this framework is a vision that harmonises personal and collective goals.

The vision statement of the ACFE Board and the STB, while different in their purposes, are consistent in their recognition of empowering communities and the implicit importance of lifelong learning.

The ACFE Board's vision statement in *Taking ACE to the year 2000: a vision* says:

Lifelong learning opportunities in ACE generate educated, empowered citizens and a stronger Victorian community. (p.3)

The STB's *A Vision for Training and Further Education in Victoria: vision statement* reads:

World class training and futher education in Victoria, producing a skilled and empowered community to meet the world of tomorrow, supporting the international competitiveness of Victorian industry and enhancing economic and social opportunities for Victorians. (p.1)

Values

A vision is distinguished by its values. A vision is enacted by the values that permeate its practices. The vision implicit in this framework calls for further education practices that incorporate the following educational values:

- the desire for transformation by individuals and communities, be that a neighbourhood, an enterprise, a workplace, or a cultural or interest group;
- the integration of personal, social, cultural, vocational, economic and political perspectives and achievements into all education and learning;
- the fusion of knowledge, understanding, reflection, critical analysis and practical skills;
- the negotiation of complexity, difference and paradox.

By enacting these values, this conceptual framework fulfils the values of the ACFE Board which state that ACE:

- is learner-centred (ACE places the individual learner at the centre)
- has education at its core (community education outcomes are at the heart of ACE)
- is community-based and driven (ACE is a democratic sector)
- values and promotes diversity (ACE recognises the complexities and paradoxes of cultural diversity in Australia)
- is adaptive, responsive and innovative (ACE is freer to respond to changing needs).

Particular lifelong learning goals realise this vision and these values. These are outlined next.

KEY ORGANISING IDEAS OF THE CONCEPTUAL FRAMEWORK – GOALS & PRINCIPLES

Photo: Ponch Hawkes

The goals shaping this conceptual framework for further education reflect the key ideas identified in a wide-ranging literature search. Through all the writings consulted, a cluster of lifelong learning goals were commended again and again as the ones that would make a significant contribution towards living meaningfully in today's world. These goals refer to all aspects of living, not only to working life; they incorporate understanding, knowledge, reflectiveness, critical analysis and ethics as well as observable behaviours, skills and performance.

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One compelling example from the literature is the influential Delors report, *Learning: the treasure within*. This report, prepared for UNESCO, is the result of a world-wide process of consultation and analysis over a period of three years. It asserts that learning throughout life is based on four pillars: learning to know, learning to do, learning to live with others and learning to be. These four pillars are deemed vital for both personal survival and social cohesion in the emerging conditions of the twenty-first century.

These four pillars have been embraced by the ACFE Board in *Taking ACE to the year 2000: a vision*. It expands on them in the following way:

ACE seeks to create educational opportunities for individuals and communities to:

- combine a broad general education with specialised knowledge and skills (to know)
- develop the capacities needed to undertake work (to do)
- learn to live interdependently (to live)
- take on responsibility for the development of their own potential (to be). (p.4)

The eight lifelong learning goals listed below – a distillation of the goals most commonly highlighted and most vigorously promoted by adult educators from all around the world - expand the four Delors pillars into fuller statements on knowing, doing, co-operating and being.

Eight lifelong learning goals

The eight lifelong learning goals advocated by this conceptual framework are to:

- understand complex systems that interact unpredictably;
- identify and integrate existing and emerging personal, local, national and global perspectives;
- prosper with difference, paradox and multiple sets of realities;
- see and make connections between the past, the present and the future;
- encourage sustainability in relationships and the environment;
- engage in a process of change, privately and publicly, civically and occupationally, throughout life;
- extend learning styles and repertoires; and
- develop insights through questioning, through asking 'why?' and 'what if?' as well as 'what?' and 'how?'.

Examination of the eight goals

Each of these lifelong learning goals is a compact, shorthand statement for a multitude of ideas referring to the knowledge, capacities, perspectives, understandings, attitudes, values, desires and personal mastery required to be a successful lifelong learner. Many researchers have written about these matters, each favouring a slightly different combination or weighting. They all, however, stress the importance of personal attributes, such as a desire for learning, the desire and ability to change and a healthy self-confidence, as well as the more cognitive abilities such as learning to learn habits and skills.

This conceptual framework, then, is a response to questions prompted by these findings. What sort of further education curriculum could contribute to the development of such lifelong learning capacities? What sort of further education curriculum, in these times of complexity and change, could provide a sound foundation for a full and active life for the variety of roles we play whether as workers, citizens, parents, community leaders, students or any other role?

As a way of considering the eight lifelong learning goals as a workable reference point for further education curriculum, a lengthy examination of the dozens of factors they hint at was undertaken. Were there common threads running through all eight goals? Were there concepts fundamental to them all? This close inspection revealed four recurrent themes. These themes or principles were chosen for their comprehensiveness, their richness, their economy and their faithfulness to widely valued further education goals, practices and outcomes.

Four key principles

The four recurring concepts are **multiplicity, connectedness, critical intelligence** and **transformation**. They apply equally to what further education practitioners aim for and what further education learners achieve. Together, these four concepts offer a succinct and cogent way of catching both the spirit and the substance of the eight lifelong

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learning goals listed above. As such, these four concepts become powerful principles, four principles capable of embodying in a coherent and concentrated way the goals and values of this conceptual framework for further education.

This further education framework advocates that each of the four principles be present and visible in every aspect of quality further education, in the educational practices, the learning outcomes, the recognition arrangements and pathway planning. As well as a guide to individual course design, these four principles can be considered as principles for whole program design, whatever the site, context or setting.

For analytical purposes, the four principles are presented separately. In practice, each principle co-exists, to a greater or lesser degree, within each of the other three all of the time. Any one principle is always inhabited by the others, all constantly energising and refiguring each other in new and dynamic ways. A brief sketch of each principle follows.

As people are simultaneously members of multiple lifeworlds, so their identities have multiple layers that are in complex relation to each other. No person is a member of a single community. Rather they are members of multiple and overlapping communitieso communities of work, interest, affiliation, ethnicity, sexual identity, etc. . . . As lifeworlds become more divergent and their boundaries more blurred, the central fact of language becomes the multiplicity of meanings and their continual intersection. Just as there are multiple layers to everyone's identity, there are multiple discourses of identity and multiple discourses of recognition to be negotiated . . . we have to be proficient as we negotiate the many lifeworlds each of us inhabits, and the many lifeworlds we encounter in our everyday lives . . . The New London Group, 'A Pedagogy of Multiliteracies: designing social futures' in Harvard Educational Review, Spring *1996, p.71.*

Multiplicity

Multiplicity, encompassing complexity, difference and diversity in all their forms, is about a broad and deep educational reach. It is a principle that embraces the varieties and paradoxes of contemporary social and material life. In it are embedded the ideals of living creatively with cultural diversity and with the multi-faceted nature of change. This concept points to the need to recognise multiple personal and social roles, identities and allegiances. Multiplicity in education is about contributing simultaneously to individual fulfilment, material sufficiency, cultural belonging, social justice, common wealth and local and global citizenship. It is education that is:

- multipurpose in aim
- multidisciplinary in content
- multi-faceted in methodology and
- multiform in outcomes.

It encompasses multiculturalism, multilingualism, multimedia and multiliteracies.

Connectedness

Connectedness is about educational connections, inter-relationships, patterns and bridges. It aims to dissolve false boundaries and harmonise apparent opposites. Connectedness means connecting the personal and the political, the emotional and the rational, the physical and the spiritual, the cognitive and the ethical, knowledge and action. This principle is about navigating pathways through contradictions and inconsistencies. This ideal relates past, present and future to each other. It fosters alliances between diverse disciplines and discourses. Connectedness is concerned with relationships and reconciliation both within the learning environment and beyond.

Critical intelligence

Critical intelligence addresses the never-ending construction, deconstruction and reconstruction of knowledge. It encourages a practical and reflective approach to knowledge. Intelligence comes in many forms, including emotional, intuitive, intrapersonal, interpersonal, spatial, symbolic and physical intelligence as well as factual, analytical and linguistic intelligence. A critical approach recognises the multi-faceted nature of intelligence and encourages

if it is to secure its place and future in the world, Europe has to place at least as much emphasis on the personal fulfilment of its citizens, men and women alike, as it has up to now placed on economic and monetary issues . . . The White Paper takes the view that the three essential requirements of social integration, the enhancement of employability and personal fulfilment, are not incompatible. They should not be brought into conflict but on the contrary should be closely linked. Teaching and Learning: towards the learning society, *p.11, p.18.*

'In the best (education) the focus is on judgment and interpretation – to get behind the data, to ask why certain facts have been selected, why they are assumed to be important, how they were deduced, and how they might be contradicted – (the participant) learns to examine reality from many angles, in different lights, and thus to visualise new possibilities and choices. . . . Most formal education perpetuates this compartmental fallacy – This may be an efficient system for conveying bits of data, but not for instilling wisdom.' Robert Reich, The Work of Nations, *pp. 230-1.*

Not only must (lifelong learning) adapt to changes in the nature of work, but it must also constitute a continuous process of forming whole human beings – their knowledge and aptitudes as well as the critical facility and ability to act. Jacques Delors, Learning: the treasure within, *p.21.*

connections among the different domains while also revealing the possibilities and limitations of each. It encourages the capacity for reflection and self-knowledge. The fundamental skills of critical intelligence are learning to learn, to question and to analyse. Critical analysis encompasses the cycle of framing focused questions, acquiring the necessary knowledge and skills to research these questions, making values-based judgements and taking justifiable action. Critical intelligence means being clear and explicit about the values embedded in decisions and actions.

Transformation

Transformative education develops a confidence and a capacity for effective action, increasing a learner's sense of agency both within the learning context and beyond. Transformation emerges out of a learner's participation in a variety of learning networks: educational institutions, workplaces, community agencies, affiliation groups and social movements. This ideal favours community building and active citizenship in all settings: in family groups, in the local community, in a learning organisation, as a global citizen, in cyberspace. This principle requires the development of a consciousness of the changes associated with learning, understanding the inextricable connections between personal transformation and larger social and cultural transformations.

The four principles in action

These four principles, indicators of quality further education, work together interdependently, whatever the topic, subject or discipline. In practice, learners and teachers assemble alternative perspectives, explanations and possibilities (multiplicity); then together they make connections between these and beyond these (connectedness); as well, they ask questions about these (critical intelligence); all the while, learners and teachers consolidate by determining and taking thoughtful action that makes a difference personally, locally, nationally and/or globally (transformation).

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FURTHER EDUCATION CURRICULUM MODEL – ASPECTS AND DESIGN

Photo: Ponch Hawkes

Aspects: four as one

All of the above influences – the readings, the educational debates and the lifelong learning goals that shape the four principles informing this framework – signal the need for a multidimensional and integrated further education curriculum design model. It must be a model that prizes critical reflection and meaningful participation. Such is the following four-in-one model, a model that coherently assembles four key aspects of further education teaching and learning. They are the aspects most often noted by further education participants, practitioners, researchers and policymakers as the four most significant aspects of further education.

The four curriculum aspects that constitute this conceptual framework are:

- **Educational Practices**
- **Learning Outcomes**
- **Recognition Outcomes**
- **Pathway Outcomes**

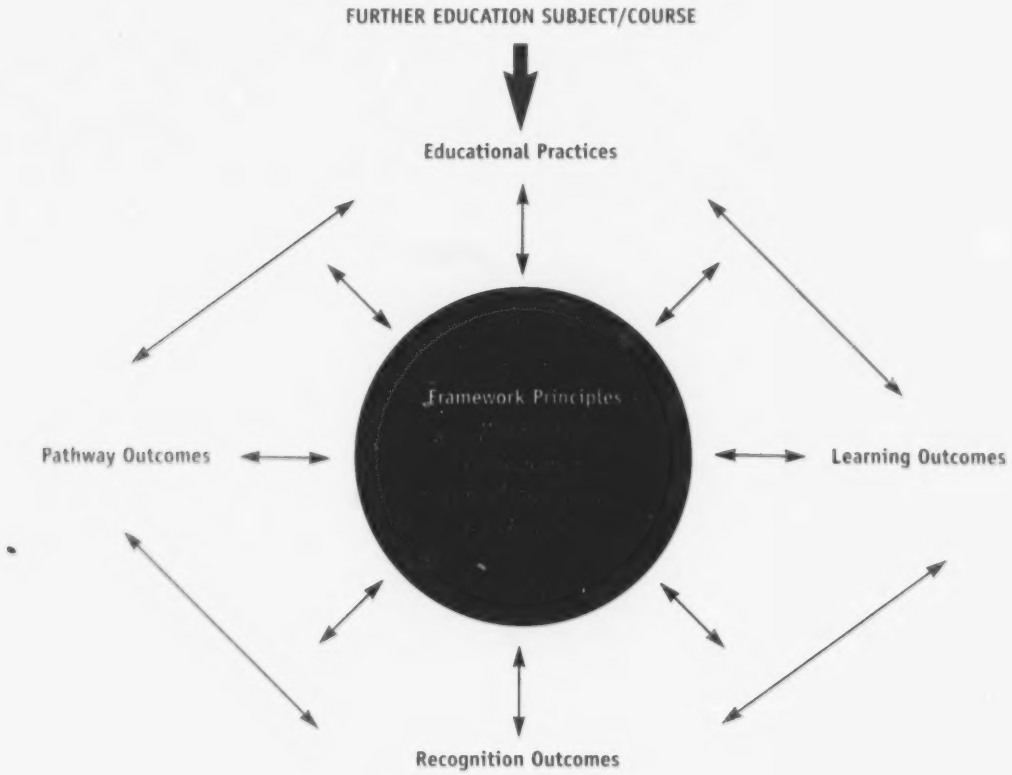
This is a curriculum design model that centres on subject and context. The model comes to life only when considering a particular subject or course, assuming (as it does) that curriculum decisions about courses and subjects are made and negotiated in a local context.

Educational practices refers to the activities, resources and modes; *learning outcomes* are subject-specific; *recognition outcomes* may be formal (an AQF qualification) or informal (a site certificate); *pathway outcomes* nominate a variety of life choices. They are introduced in this order with the learner uppermost in mind, tracing (as they do) the learning experience and its outcomes from the point of view of the learner as she or he encounters them.

These four aspects are often considered singly, in an ad hoc way or even left to chance. However, this curriculum design model emphasises their inseparability and dynamic interdependence. Focusing both on what happens in the learning process and on what happens after it, this conceptual framework automatically locates the key aspects of learning into a comprehensive whole, acknowledging the importance of integrating aspects that are often separated or missing or undervalued.

The visual representation in Diagram 2, unfortunately static and two-dimensional, attempts to capture the desired energetic connections between the key principles and the four curriculum aspects. It shows the relationship between the course or subject, the educational practices and the further education outcomes.

Diagram 2: Further Education Curriculum Design Model



Based on good practice

This conceptual framework for further education is not a construct designed in isolation from current further education thinking and practice. This model is firmly grounded in the wealth of experience, innovation, experimentation and reflection that characterises the further education field. This model extends, expands, cross-fertilises and aligns the diversity of good practice to be found in Victoria today.

Nor is it separate from contemporary vocational education and training thinking and practice. For example, it takes into consideration ideas in the vocational education and training field, and in particular, ideas about quality and choice as described in *Assuring Quality and Choice in National Training*, an ANTA publication outlining Australia's National Training Framework.

This curriculum design model integrates all aspects of the curriculum planning and practice cycle. Believing the sum to be greater than the parts, this model of co-existence serves to strengthen each of the four often-segmented aspects of curriculum design – educational practices, learning outcomes, recognition outcomes and pathway outcomes. In addition, each aspect, like the model as a whole, is a living example of the key organising principles. Each aspect embodies multiplicity, connectedness, critical intelligence and transformation.

Adult education does not take place in a vacuum: it contributes to social and national transformation one way or another . . . Roseanne Benn and Roger Fieldhouse, 'Adult Education and Learning for Citizenship' in Adults Learning, *June 1995, p.303.*

In the process of reflecting on educational goals for a changing society, one must face the questions: what kind of future society is likely to be shaped by a particular type of education, and what characteristics of the individual will contribute to a desirable society? Raja Roy Singh, Education for the 21st Century: Asia-Pacific perspectives, *p.44.*

Negotiation

The curriculum design model made prominent by this conceptual framework sits on the bedrock of a long-standing adult education tradition that gives learners a central role in determining the curriculum. The interests and life circumstances of the learner are always of paramount consideration. It encourages educators and learners in partnership to consider educational practices, learning outcomes, recognition and pathway possibilities as all part of a whole.

In the end, it is the learning transactions negotiated by educators and learners that matter most. Whether they involve new learning technologies or face-to-face interaction, further education is primarily shaped by the educational aspirations that bring learners and educators together.

This conceptual framework for further education endorses a culture of negotiation between learner and educator, encouraging local solutions to learning needs. For example, activities emerging from this conceptual framework would not necessarily be in English: it has been consciously designed to encourage whatever language or languages are most suitable for the purpose and the circumstances of any particular situation.

Choices about language are part of a broader process of localised decision-making, of prioritising what is most appropriate and powerful for that particular individual or group, in those particular circumstances, in that particular context and site. Negotiation is the lifeblood of this dynamic model. This conceptual framework strongly supports democratic and decentralised curriculum decision-making, relying on the experience and judgement of further education practitioners to make it work. In other words, it is effective negotiation practices that bring this design model to life.

Nomenclature

Although this conceptual framework has been designed with contemporary further education programs and nomenclature in mind, its viability does not depend on them. Its goals, principles, aspects and design model apply, whatever names or definitions or boundaries might evolve in the future. This conceptual framework is planned to endure, as it is not tied to the fortunes of terms or categories or projects that might change or disappear.

The very group of individuals whose enthusiasm and commitment is most important to secure has been marginalised. Professional development activities have not focussed on improvements to teaching, which have been largely ignored . . . in favour of 'management training over teacher-related activities'. Stephen Billett et al, VET Policy and Research: emerging issues and changing relationships, *pp.25-26*

Accreditation

It is proposed that this conceptual framework for further education be used as one means of devolving responsibility to the local level through empowering educational providers/organisations to accredit further education courses. Such courses would need to fulfil the curriculum requirements related to educational practices, learning outcomes, recognition outcomes and pathway outcomes that constitute this further education framework.

This conceptual framework would work in tandem with a parallel process for the registration of community providers as Registered Training Organisations (RTOs) and eligibility to self-manage the accreditation of further education courses.

As this conceptual framework embraces all forms of further education, it encompasses all currently accredited further education courses, such as the CGEA. Many further education courses that are already accredited are living examples of this conceptual framework. When courses are submitted for re-accreditation, they will need to demonstrate how they incorporate the four principles and four curriculum aspects foregrounded in *Transforming Lives, Transforming Communities.*

Snapshot of Curriculum Design Model

The four curriculum design aspects – educational practices, learning outcomes, recognition outcomes and pathway outcomes – embody, collectively and individually, the four curriculum framework principles of multiplicity, connectedness, critical intelligence and transformation. A thumbnail definition of each curriculum aspect is described in Table 1: the principles have been embedded and are highlighted in italics.

Table 1: Characteristics of the Four Curriculum Aspects

Educational Practices
A *multiplicity* of inclusive, *connected* educational practices that foreground creativity, *critical intelligence* and *transformation*, based on *multidimensional* pedagogies, embedded assessment and continuous evaluation.

Learning Outcomes
A plaited subject-specific model that incorporates *multiple connected* learning outcomes, including literacy, linguistic and conceptual development, learning to learn and a greater capacity for *critical intelligence* and *transformation*.

Recognition Outcomes
A *multiplicity* of forms of recognition, of validating learning achievements and credit arrangements, which most *intelligently connect* learning outcomes with documentation that enhances agency and *transformation*.

Pathway Outcomes
A *multiplicity* of pathway alternatives, offering *multiple* possibilities for agency and *transformation* that are based on choices and *connections* informed by *critical intelligence*.

Seen as a whole, the interdependent co-existence of the four aspects exemplifies multiplicity and connectedness with the all-pervasive presence of critical intelligence and transformation, the last often expressed as participation, agency and/or action. This compact overview of the curriculum design model shows how each individual curriculum aspect also realises a fusion of the four key principles. The embedded principles are highlighted in italics.

Details of the Model

The following sections – Tables 2A and B and the Notes – provide more detail about each of the four curriculum aspects. They describe and demonstrate how each of the conceptual framework principles of multiplicity, connectedness, critical intelligence and transformation shapes the unfolding stages of curriculum planning. They show how the characteristics of each of the four curriculum aspects – practices, learning, recognition and pathways – suggest particular curriculum processes, which can be illustrated in particular curriculum instances.

Concentrated details of the curriculum design model are presented in Tables 2A and B. These tables depict the curriculum characteristics and processes associated with each curriculum aspect. Three curriculum instances are offered as examples of the conceptual framework in practice. The italicised words draw attention to the four key principles embedded within all dimensions of the four curriculum aspects.

Tables 2A and B are followed by a discursive explanation of the curriculum design model. This section is titled 'Notes on the Further Education Curriculum Design Model Depicted in Tables 2A and B'.

a curriculum is, always, a design for the future. In the knowledges, practices, values which it puts forward – and in their modes of transmission in pedagogies – it imagines a certain kind of human being, with particular characteristics. Gunther Kress, Writing the Future: English and the making of a culture of innovation, *p.viii.*

The print-bound table and the notes give but a hint of the curriculum design in action. Support documents developed by the ACFE Board give a more detailed account of the good practice curriculum development processes advocated by this conceptual framework.

Three curriculum instances

The three curriculum instances in Tables 2A and B are portraits of further education courses that have proved to be both popular and effective. As thumbnail sketches, they can only hint at the breadth, depth and richness of each course. These three have been chosen because they are indicative of the range of possibilities within further education. While each of these three further education courses focuses on a particular subject area (multicultural childcare and language; psychology; civics), they all have some features in common, features that are distinctive of further education curriculum.

What distinguishes them as further education is that each course:

- gives priority to foundations, preparedness and pathways;
- caters for a wide variety of educational motivations and aspirations – personal, communal, cultural, vocational and academic – and not exclusively or primarily vocational ones;
- accommodates a wide range of learners, including those with little or limited formal schooling;
- provides foundation or general education, its primary focus being the acquisition of broad-based, transferable knowledge, understanding and learning to learn capacities;
- prepares learners for work;
- acts as a bridge to further study, preparing students for entry to and the successful completion of higher education and accredited vocational education;
- strengthens conceptual and linguistic development, including language, literacy and numeracy skills; and
- leads to a diversity of visible and accessible pathways.

While further education courses on the whole share these features, they do so in different proportions and different combinations. The curriculum instances that follow in Tables 2A and B demonstrate only three of an infinite number of possibilities.

Table 2A: Details of Further Education Curriculum Design Model

Curriculum Design Aspect	Curriculum Characteristics	Curriculum Processes
Educational Practices	A *multiplicity* of inclusive, *connected* EDUCATIONAL PRACTICES that foreground creativity, *critical intelligence* and *transformation*, based on *multidimensional* pedagogies, embedded assessment and continuous evaluation	SUBJECT as focus for and embodiment of all practices, including: - *Multidimensional and interconnected* activities that meet a wide variety of educational purposes by widening each participant's repertoire of physical, psychological, social, cultural, linguistic, conceptual and vocational abilities. - A *multiplicity* of media, texts, modes, activities, perspectives, resources, technologies. - Reflective practices that favour *critical intelligence*, problem-based activities, interpretation exercises and action plans. - A *multiplicity* of coherently connected assessment practices. - A *multiplicity* of *connected, critical evaluation* processes.
Learning Outcomes	A plaited subject-specific model that incorporates *multiple connected* LEARNING OUTCOMES, including language, literacy, numeracy, learning to learn and a greater capacity for *critical intelligence* and *transformation*.	Subject-specific knowledge, understandings and capacities that incorporate: - A *multiplicity* of perspectives and understandings on the subject. - *Associated* literacy, linguistic and conceptual development. - *Related* learning to learn, values reflection and *critical* abilities. - *Allied* performances, behaviours and skills that enhance participation and *transformation* both in the learning setting and beyond.
Recognition Outcomes	A *multiplicity* of forms of RECOGNITION, of validating learning achievements and credit arrangements, that most *intelligently connect* learning outcomes with documentation that enhances agency and *transformation*.	Situational factors determine whether: - System-wide and/or nationally recognised credit or credential. - Formal or informal cross-credit. - RPL application/portfolio. - Workplace or community recognition. - Site or provider certificate. - Skills passport. - Other.
Pathway Outcomes	A *multiplicity* of PATHWAY alternatives, offering *multiple* possibilities for agency and *transformation* that are based on choices and *connections* informed by *critical intelligence*.	Situational factors determine whether: - Further education to further education. - Further education to general adult education. - Further education to vocational education. - Further education to further study (VCE, tertiary study). - Accredited to accredited. - Accredited to non-accredited. - Non-accredited to non-accredited. - Further education to paid or unpaid work. - Further education to community group and/or community service. - Move within the educational site. - Move beyond the educational site. - Other.

Table 2B: Instances of Further Education Curriculum Design Model

Curriculum Instance 1 A further education 'Introduction to Multicultural Childcare and Linguistic Skills' course (an access course)	**Curriculum Instance 2** A further education 'Personal Development through an Introduction to Psychology' course (a preparatory course)	**Curriculum Instance 3** A further education 'Understanding our Legal and Political World' course (an adult basic education course)
These *multiple* forms of EDUCATIONAL PRACTICES enact a *multiplicity* of purposes that *connect* texts, activities, resources, assessment and evaluation with a strong focus on *critical intelligence* and *transformation*:	These multiple forms of EDUCATIONAL PRACTICES enact a *multiplicity* of purposes that *connect* texts, activities, resources, assessment and evaluation with a strong focus on *critical intelligence* and *transformation*:	These *multiple* forms of EDUCATIONAL PRACTICES enact a *multiplicity* of purposes that *connect* texts, activities, resources, assessment and evaluation with a strong focus on *critical intelligence* and *transformation*:
- Formal presentations from guest specialists. - Problem-solving workshop sessions. - Field trips to other centres, workplaces, resource centres and educational sites. - Multicultural perspectives on childcare practices. - Students' life experiences as children, parents and grandparents. - Storytelling from a variety of sources in a variety of languages and modes. - Multicultural art and craft activities. - English for community, vocational and academic purposes.. - A test on relevant regulations.. - Preparation and presentation of an activities program for children from a range of cultural backgrounds. - Contribution to regular course reviews. - Workplace placement.	- Continuous integration of theoretical, practical and personal in all content areas (e.g. intelligence, gender roles, heredity, power, group behaviour, communication). - Multicultural perspectives on all content areas. - A different 'learning to learn' aspect and related activities in each class (e.g. independent reading and research, note-taking from books and lectures, Internet searches, oral skills). - Analysis of tests, surveys and questionnaires for purpose, reliability and validity. - Personal definitions of key terms. - Group problem-solving tasks. - Role plays and simulation exercises. - Guest speakers. - Psychological self assessments. - Self-evaluation of debating performance. - Discussion and preparation of written formal psychology reports. - Guided course evaluation discussions.. - Presentation of findings in different formats (e.g. tables, oral address, group discussion). - Personal testimonies. - Review of current newspaper articles and popular magazines. - Audio-visual presentations. - Location of different items of information in different ways. - Summaries of popular and technical reference materials. - Links to history and sociology. - Negotiation of topics.	- Formal and informal visual presentations. - Cross-disciplinary perspectives from history, legal studies, politics, sociology and geography. - Specialist guest speakers. - Excursions to relevant centres and institutions (e.g. Law Courts and Parliament House). - Participation in a presentation on parliamentary representation and basic principles of democracy followed by a mock election at the Australian Electoral Commission's Electoral Education Centre (EEC). - Workbooks and follow-up activities related to interactive, multimedia display at EEC. - Introduction to resources of relevant resource collections and internet sites. - Handouts from specialist organisations such as Victoria Legal Aid and Victorian Council for Civil Liberties. - Oral presentations by participants. - Assessment through whole class, group work or individual activities.
This *multiplicity* of *connected* intellectual and behavioural LEARNING OUTCOMES highlights the relationship between *critical intelligence* and *transformation*:	This *multiplicity* of *connected* intellectual and behavioural LEARNING OUTCOMES highlights the relationship between *critical intelligence* and *transformation*:	This *multiplicity* of *connected* intellectual and behavioural LEARNING OUTCOMES highlights the relationship between *critical intelligence* and *transformation*:
- Knowledge of legal guidelines for childcare services. - Ability to plan and organise a range of multicultural activities for pre-school children in care. - Proven ability to provide a safe and nurturing childcare environment. - Expanded repertoire of parenting and grandparenting knowledge and behaviours.	- Development of an understanding what psychology is, how it developed and the role of psychology in society. - Acquisition of terms and meta-language particular to the study of psychology. - Ability to describe the features of six schools of psychology. - Understanding of how a library functions with a view to future research. - Identification of differences in cultural, social and learning environments in development of males and females. - Practical assessment of conflict resolution techniques.	- Introduction to basic concepts and practices of Australian legal and political systems. - Understanding of key concepts such as 'democracy', 'civics' and 'citizenship'. - Basic knowledge of democratic government, the Australian system of government, the Australian legal system and the rights and duties of Australian citizens.

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Table 2B: (cont.)

- Development of oral and printed storytelling crafts, in English and in mother tongue. - Working knowledge of resource centres and relevant agencies for future reference. - Recognised increase in self-confidence and ability to participate in community organisations and public affairs. - Consciousness of alternative learning pathways and own learning needs.	- Knowledge of what can and should be expected from a psychologist. - Development of oral communication skills.. - Identification and analysis of current opinions on the nature/nurture debate concerning intelligence. - Tertiary study skills, including researching and planning skills. - Design and composition of a 1500-word academic essay on a broad topic from the course. - Increased relating skills through extended understandings of human behaviour. - Demonstrable increase in self-awareness and self-confidence, as recognised by self and others.	- Acquisition of required background knowledge in geography and history. - Foundation knowledge for further study in fields of social studies, politics and legal studies. - Increased skills to participate actively in civic life. - Ability to defend rights in intimidating or unjust situations. - Confidence to access and assess places of power such as courts and parliament.
These *multiple* forms of RECOGNITION, of recognising learning achievements, display the emphasis placed on *connecting* learning, *intelligently* chosen documentation and *transformation*:	These *multiple* forms of RECOGNITION, of recognising learning achievements, display the emphasis placed on *connecting* learning, *intelligently* chosen documentation and *transformation*:	These *multiple* forms of RECOGNITION, of recognising learning achievements, display the emphasis placed on *connecting* learning, *intelligently* chosen documentation and *transformation*:
- Community centre certificate detailing course topics. - Report confirming work experience.. - Booklet with drawings and photos documenting the children's stories. collected by the students - RPL application forms. - All above forms of recognition are locally accepted as references and valid RPL.	- A CGEA Statement of Attainment (Level 4 Reading and Writing). - 'Credit' for option in local Certificate 111 Childcare course. - RPL for VCE in general and VCE Psychology in particular.. - RPL for mature age entry to tertiary study, including a 1500-word academic essay as evidence of capacity for tertiary study.. - RPL for vocational study applications.	- An accredited certificate detailing successful learning outcomes. - A General Curriculum Option module (GCO) in the CGEA. - A part of the CSWE. - A module in the Certificate of Occupational Studies in Social and Community Services (COSSACS). - A local certificate of attendance.. - A useful pre-requisite for further study/RPL applications.
This *multiplicity* of possible PATHWAYS indicates the *connectedness* between breadth of choice, decisions informed by *critical intelligence* and *transformation*:	This *multiplicity* of possible PATHWAYS indicates the *connectedness* between breadth of choice, decisions informed by *critical intelligence* and *transformation*:	This *multiplicity* of possible PATHWAYS indicates the *connectedness* between breadth of choice, decisions informed by *critical intelligence* and *transformation*:
- To other community centre classes. - To general education or other access classes at other sites. - To TAFE childcare courses. - To TAFE healthcare courses. - To employment in childcare and in community work. - To English classes in a variety of settings. - To committee work in community organisations. - To mentor within own ethnic community.	- To further education and general adult education at same educational site. - To VCE. - To TAFE childcare certificate course. - To other TAFE courses (Office Studies, Family and Development Studies). - To academic study of psychology. - To self-directed learning. - To lifelong use of libraries, electronic sources and other resource agencies.	- To further study in the fields of social studies, politics and legal studies. - To more intelligent and analytic involvement in the 'body politic', including elections and debates in the public domain. - To future engagement with community resources and centres. - To active membership of community organisations concerned about political and legal matters. - To informed acceptance of committee roles/ responsibilities.

Notes on the Further Education Curriculum Design Model Depicted in Tables 2A and B

Having identified that there are four curriculum design aspects – educational practices, learning outcomes, recognition outcomes and pathway outcomes – it is time to explore each aspect in more detail.

Educational Practices

A *multiplicity* of inclusive, *connected* educational practices that foreground creativity, *critical intelligence* and *transformation*, based on *multidimensional* pedagogies, embedded assessment and continuous evaluation.

The educational practices are living examples of multiplicity, connectedness, critical intelligence and transformation that integrate:

- Multidimensional, integrated *pedagogies*
- Embedded, multiform, integrated *assessment*
- Multifaceted continuous *evaluation*.

> *Recent research argues that the human mind is not, like a digital computer, a processor of general rules and decontextualised abstractions. Rather, human knowledge, when it is applicable to practice, is primarily situated in socio-cultural settings and heavily contextualised in specific knowledge domains and practices . . . inextricably tied to the ability to recognise and act on patterns of data and experience . . . humans are contextual and socio-cultural 'pattern recognisors' and actors . . . such patterns underlie the ability to act flexibly and adaptably in context. The New London Group, 'A Pedagogy of Multiliteracies: designing social futures' in* Harvard Educational Review, *Spring 1996, p.84.*

This first curriculum aspect, educational practices, covers all those aspects that enable the learning outcomes. It covers the initial assessment, selection and placement processes; the pedagogical processes, that is, the range of modes, media, activities, resources and perspectives; the integral assessment processes (before/during/after); and the continuous evaluation of learning processes. In practice, it is impossible to separate these educational practices (pedagogies, assessment and evaluation) from the desired learning outcomes. Each needs and determines the other; each is knitted into the other.

Assumed adult learning and teaching principles

What is the nature of the educational partnership between the adult learner and the teacher that is assumed by this conceptual framework?

All educational practices are shaped by the policies, funds, physical constraints and dominant ideologies of a particular place or time. There is, however, a cluster of adult teaching and learning principles that have evolved over time and which have been validated by experience and research. These general principles are inherent in the work of all good adult and further education practitioners, whatever their subject focus. They are beliefs and values about how students best learn and the role of the educator in this process, matters that are always given prominence in further education professional development activities and publications where they are constantly revisited, reviewed and refigured. They are principles that encompass both the content and processes of adult teaching and learning

A comprehensive discussion of the place adult learning principles in further education can be found in such influential texts as *Adult Literacy Teaching: a flexible delivery program*, Sybil Beattie's *Moving from Strength to Strength: a self-paced professional development package for teachers of adult literacy and numeracy* and Hermine Scheeres et al's *The Adult Basic Education Profession and Competence: promoting best practice*. Drawing on a wide range of sources, including these, the adult learning principles spelt out below describe the learning environment in which the further education envisaged by this curriculum framework is most likely to prosper. This description begins with reference to the content and processes advocated.

The general adult teaching and learning principles that are enmeshed in this framework advocate *content* that:

- starts with what the learner knows, feels and values;
- incorporates the multiple perspectives of gender, ethnicity, class, age, educational history, sexuality and/or physical abilities that individual learners bring to any learning situation;
- affirms anti-sexist and anti-racist content, role models and practitioners; and
- places learning in a social, cultural and political context.

As a complement, the general adult teaching and learning principles that are enmeshed in this framework advocate *processes* that:

- foster democratic participation in educational decision-making and evaluation;
- favour co-operation over competition;
- encourage autonomy and growing responsibility in learners for their own learning;
- draw on participants' prior learning; and
- challenge and deter domination, marginalisation and violence.

In stressing the significance of the educator/learner relationship, this framework honours the role and responsibility of the educator in creating a dynamic and fruitful learning milieu. The seven pedagogical principles highlighted in Jennie Bickmore-Brand's article in *Stepping Out: Professional Development Manual* paint a powerful picture of the multiskilled further education practitioner in action. The factors she highlights are:

- Context – creating a meaningful and relevant context for the transmission of knowledge, skills and values
- Interest – realising the starting point for learning must be from the knowledge, skills and/or values base of the learner
- Modelling – providing opportunities to see the knowledge, skills or values in operation by a 'significant' person
- Scaffolding – challenging learners to go beyond their current thinking, continually increasing their capacities
- Metacognition – making explicit the learning processes which are occurring in the learning environment
- Responsibility – developing in learners the capacity to accept increasingly more responsibility for their learning
- Community – creating a supportive learning environment where learners feel free to take risks and be part of a shared context.

Methodologies

In order to achieve quality educational practices, a range of techniques and technologies may be involved: face-to-face interaction; the printed word; any of the wide array of telecommunications media (telephone, fax, computers, email, the Internet). This conceptual framework does not favour one methodology or process over another. Specific purposes and circumstances need to determine which exact methodology (or combination of methodologies) is preferable: classroom activities, group projects, individual assignments, distance mode, electronic communication and/or interaction. What is common to them all, in this conceptual framework, is the emphasis on multiplicity, connectedness, critical intelligence and transformation.

New technologies

Special mention, however, needs to be made of the place of the new, convergent technologies with regard to learning. There is no doubt that these new technologies (videos, computers, software packages, CD-ROMs, electronic networks, the Internet; specialist and general cyberspace educational communities and so on) have the potential to redefine quality and choice. A compelling and powerful example of multiplicity, connectedness and transformation at work, is the extent to which these new technologies could expand the repertoire of learning choices: the subjects and courses available, the modes available, the times and places available. This extension of range is especially empowering for small and/or remote communities.

While the diversity of telecommunications options certainly extends the range of choice, in and of themselves they do not necessarily ensure quality. This conceptual framework for further education, in bringing the principle critical intelligence to bear, points to the urgency of not absorbing everything new uncritically. By insisting on this oft-ignored dimension, it is concentrating on education, not merely information. It is a clear demonstration of the value added by embedding the educational goals and values of this conceptual framework in all content and processes, electronic ones included.

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An example

Another way of demonstrating the power of embedding the four principles of multiplicity, connectedness, critical intelligence and transformation in all educational practices is to consider how the content and processes of a particular course, say an Introduction to Australian History, might take shape.

Thinking of *content*, there would be:

- a diversity of stories and interpretations – women's voices, indigenous voices, multicultural voices, voices from different times, places and classes (multiplicity);
- multidisciplinary relationships with other fields (such as economics, geography and spirituality) as well as personal and collective (tribal and global) connections with the content (connectedness);
- attention given to different types of intelligence and knowledge – oral, visual, sacred, Western and non-Western (critical intelligence); and
- emphasis placed on the processes of change, how change has happened and could happen (transformation).

There are four kinds of capital – economic, cultural and social, and an overarching element, symbolic capital . . . Allan Luke, 'Genres of Power? Literacy education and the production of capital' in Literacy in Society, *p.327.*

Confronted with accelerating change, individuals and communities need confidence, courage and creativity in order to find the right directions and solutions which will enable Australia to continue to be a fair, just and tolerant society. National ACE Policy, *p.4.*

Today, the expert is the one who sees and seeks the connections among related pieces of information, not the one who has the bare decontextualised facts. Carmen Luke, Technological Literacy, *p.11.*

Thinking of the *teaching and learning processes* in an Introduction to Australian History course, there would be:

- a diversity of voices, texts, media, methods and sources (multiplicity);
- an examination of the relationships within texts (visual, written and symbolic), between texts and between media (connectedness);
- the formulation of key questions, such as 'whose voice/knowledge counts most why? what if . . .?' (critical intelligence); and
- a cycle of enacting, and reflecting on, desired changes both inside the classroom and beyond (transformation).

Assessment

These principles of multiplicity, connectedness, critical intelligence and transformation apply equally strongly to assessment and evaluation. Both need to display diversity, coherence, the raising and answering of key questions and clear avenues for change.

Assessment, in this framework, is understood to be the process for making judgements and validating achievements. The criteria, processes, materials and tasks must, in line with all national policies on this matter, draw on sufficient, authentic evidence to ensure useful, valid, reliable and fair assessments.

Assessment tasks and activities need to be grounded in a relevant subject or content context. They should cater for the range of learners and should not be culturally biased. They should offer a variety of modes and media. Instructions for assessment tasks should be clear and explicit so that learners know exactly what is expected and the criteria by which they will be judged. Those being assessed must also know how to appeal against a perceived improper judgement.

Quite deliberately, this framework does not specify detailed assessment procedures: such fine attention to detail can be properly determined only at each individual site. What it does specify, however, is that whatever the means chosen, they must be justified by the clearly spelt-out ends. Assessment must exemplify the multi-stranded nature of the learning outcomes. This means mirroring the threefold nature (subject/language and literacy/learning to learn) of the learning outcomes which is more fully described in the next section.

Returning to the Introduction to Australian History example, this would mean assessment of associated (often embedded) literacy, language, numeracy and related learning to learn capacities as well as assessment of the subject content, the subject knowledge, understandings and capacities hinted at above. These would not usually be separate assessment processes, more a matter of assessing the subject area and its language and learning demands as they relate to each other. The support documents listed in Appendix B spell out assessment processes in more detail.

Evaluation

The achievement of multi-faceted, integrated evaluation, or continuous improvement, also takes many forms. Tried and true methods include written and oral surveys, in-course and post-course student questionnaires, regular reflective exercises for and by both teacher and learners and specially tailored focus groups. Promising possibilities are also developing in 'good practice' benchmarking.

Again, with regard to the Introduction to Australian History example, evaluation relating to the content, processes and the full range of learning outcomes would be an integral part of each class. They would continue to be relevant at the time of whole course evaluation, when issues to do with recognition and pathways would also come into play. Evaluation in this framework means seeking, from a variety of perspectives, the views and participation of all involved in all aspects of the learning process.

Learning Outcomes

A plaited subject-specific model that incorporates *multiple connected* learning outcomes, including literacy, numeracy, linguistic and conceptual development, learning to learn and a greater capacity for *critical intelligence* and *transformation*.

The learning outcomes are living examples of multiplicity, connectedness, critical intelligence and transformation, focused on a particular subject, which integrate the following capacities:

- **Subject-specific knowledge, understandings and capacities** – that is, a site-specific subject area, including accredited or non-accredited courses and modules.

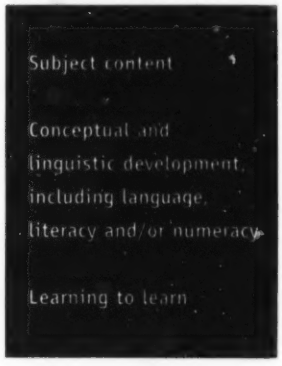
- **General foundation education capacities** – that is, conceptual and linguistic development including language, literacy and numeracy capabilities. Possibilities include using or adapting existing models (for example, the CGEA, the NRS, the CSWE and the Key Competencies), evolving models (for example, the international *Multiliteracies* project) and locally designed models or future developments. This means specifying 'language across the curriculum' features.

- **Learning to learn capacities** – that is, lifelong learning readiness, with an emphasis on critical analysis, personal agency and transformation.

Three as one

This second curriculum aspect – learning outcomes – recognises the importance of spelling out the amalgamation of ingredients necessary for effective and rich learning. It is a cohesive definition of learning outcomes that weaves together three often separate and unrelated threads so that each reinforces the other. This three-stranded model – plaiting together subject area/language and literacy/learning to learn – moves beyond restricted notions of 'learning outcomes' or 'competencies' that concentrate on skills, behaviours and performance. It is a model that openly acknowledges and gives a central place to knowledge and understanding, to conceptual and linguistic development, and to critical analysis and values reflection.

The relationship between these interactive variables can be illustrated as:


Subject content
Conceptual and linguistic development, including language, literacy and/or numeracy
Learning to learn
Knowledge and understanding.
Behaviours, skills and performance.
Critical analysis and values reflection.

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As a way of meeting further education needs and desires, this richer model of learning outcomes aspires to provide the best educational preparation for whatever the next life choice may be, for whatever form that social participation might take.

This model of learning outcomes honours the significance of attitudinal and motivational outcomes and contends that the best way to achieve those highly valued but often elusive affective learning outcomes – a love for learning, a commitment to learning and feelings of increased self-esteem and well-being – is through a rich learning experience, such as is promised by the multi-layered learning outcomes favoured in this conceptual framework.

Now to each of the three learning outcomes strands. The learning outcomes, though introduced separately, are envisaged as an inseparable whole. Any learning outcomes statements would mirror this interconnectedness, this unity in diversity.

1 Subject in context

First of all, this learning outcomes model stresses the central place of subject area and content in learning. The learning outcomes are designed to rotate around a specific subject area (such as Introduction to Australian History or Multicultural Childcare and Linguistic Skills or Personal Development through an Introduction to Psychology or Understanding our Legal and Political World) or course (such as a women's access or jobskills course). The precise subject knowledge and capacities (such as the content outcomes named in the curriculum instances in Table 2B) require negotiation at the local site. For some learners, the content specified in existing courses (accredited or non-accredited) may be quite appropriate. For others, combinations or adaptations of the subject matter in existing courses may be preferable. For others, where nothing appropriate exists, the subject knowledge capacities and outcomes will need to be tailor-made for the context.

2 Foundations/language and literacy

Second, the role of language, literacy and numeracy as enablers of learning and doing has been well documented (Cope and Kalantzis; Kress; The New London Group). Effective communication is now widely seen as a prerequisite to effective participation. This learning outcomes model foregrounds the connection between language or discourse repertoires, conceptual development, learning and participation, without assuming that language, literacy and (and where appropriate) numeracy outcomes are automatically included and named in curriculum development processes. It can be thought of as a 'language across the curriculum' approach that makes prominent the language dimensions, language demands and language specialities inherent within each subject area. As is the case with the subject-matter outcomes, these learning outcomes reflect the language and literacy requirements of the particular subject and context. The three curriculum instances in Table 2B are examples of such language and literacy outcomes. Existing language, literacy and numeracy models or frameworks (or parts of them) might be used or adapted. Otherwise, conceptual, linguistic, language and literacy outcomes will need to be custom-made.

3 Learning to learn

Third, this learning outcomes model highlights the enduring significance of learning to learn as a marker of successful learning and readiness for the next stage. Many learning to learn models exist. One popular, much-praised local example is McCormack and Pancini's *Learning to Learn: introducing adults to the culture, context and conventions of knowledge*. What all approaches share is the high priority given to critical analysis. One very important consequence of this is the development of capacities to organise and monitor one's own learning and the development of explicit consciousness about one's strengths, weaknesses and preferences as a learner. These learning to learn outcomes also need to be locally negotiated and articulated, as is once again evident in the curriculum instances described in Table 2B.

What is unusual about the transcultural person is an abiding commitment to the essential similarities between people everywhere, while paradoxically maintaining an equally strong commitment to his/her own differences. Thelma Barer-Stein, 'Culture in the Classroom', The Craft of Teaching Adults, p.159.

As our understanding of the relationship between language, literacy, learning and action continues to become more sophisticated, so will more sophisticated models be developed. The same can be said of learning to learn models. *Transforming Lives, Transforming Communities* has been designed to readily evaluate, absorb and/or adapt the latest best research, thinking and practice.

The important questions for educators at the moment are ethical ones. What kinds of values we might want to pursue. Marie Brennan, 'The Marginalised Speak Up ?', Speaking Back, *p.14.*

Democratic participation is, so to say, a matter of good citizenship, but it can be encouraged or stimulated by instruction and practices adapted to a media and information society. What is needed is to provide reference points and aids to interpretation, so as to strengthen the faculties of understanding and judgment. Jacques Delors, 'From social cohesion to democratic participation', Learning: the treasure within – highlights, *p.35.*

Internationalisation will impose heavy demands on adult education in the future. This applies to linguistic skills and a deeper knowledge of the culture, socio-economic conditions, legislation, regulations, norms and mindsets of other nations. The Golden Riches in the Grass: lifelong learning for all, *p.17.*

Recognition Outcomes

A multiplicity of forms of recognition, of validating learning achievements and credit arrangements, that most *intelligently connect* learning outcomes with documentation that enhances agency and *transformation*.

The recognition outcomes are living examples of multiplicity, connectedness, critical intelligence and transformation that incorporate a distillation, adaptation and customisation of policies, good practice and practical guides (both existing ones and future ones) on recognition arrangements.

This third curriculum aspect – recognition outcomes – though less well developed than the older further education traditions around educational practices, learning outcomes and pathways, has been gaining ground in the field, especially since the introduction of accredited language and literacy courses. As a companion to pathway outcomes ('where to and what next?'), this curriculum model affirms the importance of including recognition outcomes and explicitly naming the status of what has been learnt. This means indicating 'who recognises what and for what purposes'. In this model, the emphasis is on diversity, appropriateness, critical evaluation and agency. From the outset, learners need to participate in discussions and decisions about recognition arrangements. They need to know what forms of recognition are available and whether these meet their needs and desires.

In this conceptual framework, formal 'recognition' means that the learner has achieved all or part of the outcomes of an accredited course. Many accredited courses will give the learner credit in other courses or prepare the learner for further study. Since most accredited courses are nationally recognised, this gives learners portability of qualifications and guaranteed credit transfer where it has been formally established.

Formal recognition is documented through a qualification or statement of attainment for an accredited course. Qualification levels are described and defined by the Australian Qualifications Framework (AQF), which has levels from Certificate I through to Advanced Diploma. The qualification level forms part of the course title. Examples of accredited further education courses at four different levels are:

- Certificate I in General Education for Adults
- Certificate II in English for Occupational Purposes (Health Professionals)

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- Certificate III in Workplace Education
- Certificate IV in Spoken and Written English – Mixed Focus.

Statements of Attainment are used for partial completion of a course (a specific module from an AQF qualification that grants a Statement of Attainment) or for a short course (one which does not fully meet the criteria for one of the AQF qualifications).

If learners wish to access accredited vocational training as one of their goals, providers will need to ensure that their programs take into account the entry competencies for those programs. If learners need formal recognition for their studies – for example, as a prerequisite for employment or further study – then providers will need to consider delivering appropriate accredited courses.

Two local projects offer useful information and advice on matters related to further education and credit transfer. They are Walker's *Community Based Provider/TAFE Links* 1995 project report (including 'Process for Credit Transfer' guidelines) and the Credit Transfer project described in the June 1997 issue of *Multiple Choice*.

Less formally, 'recognition' can be taken to mean documented proof of learning achievement that could constitute part of an RPL portfolio or skills passport, both of which can be presented for employment and further study purposes and applications. White's *Building on Experience: a course in Recognition of Prior Learning* shows how a further education course (or part of a course) can be designed to assist adults to document their prior experiences to apply for RPL. Many educational sites (community organisations and workplaces, for example) provide recognition in the form of certificates of participation, records of achievement, endorsed student portfolios or other evidence of capacities.

Lifelong learning is a continuously supported process which stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding they will require throughout their lifetimes and to apply them with confidence, creativity and enjoyment in all roles, circumstances and environments. 'World Initiatives on Lifelong Learning' quoted in Peter Kearns, Lifelong Learning: implications for VET, *p.2.*

Pathway Outcomes

A *multiplicity* of pathway alternatives, offering *multiple* possibilities for agency and *transformation* that are based on choices and *connections* informed by *critical intelligence*.

These are living examples of multiplicity, connectedness, critical intelligence and transformation that incorporate a distillation, adaptation and customisation of policies, good practice and practical guides and kits (both existing ones and future ones) on pathway planning.

This fourth curriculum aspect – pathway outcomes – is a multifaceted and wide-ranging one. Planted within the metaphor of pathways are suggestions of destination, choice, direction, access, barriers and progress. As expressed so comprehensively in McIntyre and Kimberley's *Planning Pathways – a resource for developing pathways for women from adult community education to vocational education and training*:

a pathway can involve –

- the linking of one type of course with another;
- the overcoming of institutional obstacles or barriers to pathways;
- a choice of direction, an orientation and willingness to venture;
- learning as a personal journey in search of meaning;
- progression to higher knowledge, following 'the way set out'; and
- a map that can be used to guide learners along a learning route.(p.13)

Another way of expressing this is to consider how pathways can support those key transitions that individuals make in their lives. These may be study and work related – for example, from study to work, from employment to unemployment, from unemployment to employment, from job to job, from work to study, returning to study or employment after a long break, or from employment to retirement. They may relate to a life stage – for example, entering a new group or community or relationship, becoming a parent, participating in a public campaign or establishing community networks. For some, discovering a new learning interest or moving from one interest to another can be life changing.

discourse is more than a set of statements. It consists of the meanings and social relationships embodied in the statements and of the values, assumptions and taken for granted knowledge that underlie the statements. Michael Newman, 'Defining the Enemy: adult education in social action' *p.118.*

Recognising that people come to class as multi-role individuals and learners, often simultaneously a parent and a worker and a student and a community volunteer and a performer or a player, this course doesn't artificially separate personal, social, vocational, academic and political 'goals'. It deliberately encompasses all these purposes, knowing that people can be involved in sport for all these reasons. Delia Bradshaw, 'Introduction to Sports Psychology Course', 'Multiple Images, Common Threads' *p.110.*

Characterising her 'Small Business Development Course for Women' as a course for the 90's, Ninette is putting into practice ideas of current thinkers who see the role of the educator as future focussed, as knowingly imagining and constructing preferred personal, social and global futures. Delia Bradshaw, 'Introduction to Small Business course', Multiple Images, Common Threads, *p.46.*

English is the real passport to the future ... Life is short, so you've got to get on with it. When you're keen to learn, you'll get there one day. Zeljko Cancarevic, CSWE student, *quoted in* AMES Passports.

A key factor in the consideration of pathways is the concept of 'transferability' of what is learnt. Pathways planning is not merely a matter of providing a learner with a map of possible routes: more significantly, effective pathways outcomes is about enabling learners to be successful in the next step they take on their chosen pathway. What is needed is compactly described in Volume One of *Integrating Key Competencies*:

Many traditional training programs have been premised on 'low-road' learning transfer. That is, the focus has been on students being able to recall rather than reform or reconfigure. It is probable that low-road learning recall creates too many situations in which the learning from one situation is recalled to be applied to a new context without suitable adjustments being made for the specifications and culture of the new context.

'High road' transfer, on the other hand, 'is concerned with creatively transforming prior learning to fit new situations and contexts' (Lohrey 1995, p.9 - as quoted in the first volume of *Integrating Key Competencies*). Lohrey maintains that there are seven generic processes involved in promoting transfer. The six processes listed below combine to underpin the seventh generic process of high-road transfer:

- explicitness
- self-awareness
- integrated thinking and action
- active and interactive learning
- multiplicity
- integrated procedures. (p.24)

All these processes are to be found in the principles, curriculum aspects and educational practices commended by this conceptual framework for further education. They cover the same ground covered by the educational practices advocated in this framework, practices that aim to ensure that learning is transferred to new settings so that learners are successful on the pathway(s) they choose.

The notion of pathways in this conceptual framework, then, is not a quick fix, an afterthought or a last-minute add-on. Rather, it is integral to the whole learning experience. The inclusion of pathways fastens outcomes and processes together, both shaping them and shaped by them. This requires coherent and cogent negotiation and decision-making, with a strong emphasis on strengthening the agency of the learner.

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There are experiential as well as philosophical reasons for explicitly naming pathways as an essential ingredient in a conceptual framework for further education. *Planning Pathways – for women from adult community education to vocational education and training*, the companion publication to *Planning Pathways: a resource*, concluded that 'pathway planning is facilitated where it is an integral part of community-based practice' (p.viii). This highlights the importance of educational agencies and educators negotiating cross credit, credit transfer and articulation and other recognition arrangements on behalf of their learners, who may not always be able to prepare or to afford an RPL application.

Attention to pathways or bridges is not a new idea or unfamiliar practice in further education. The fostering of links and pathways has been practised and documented in the ACE sector for quite some time. *Forging Pathways – good practice in community-based adult education* by Clemans and Rushbrook is a fine local, current example. The first part is a set of case studies of how five ACE providers used pathways to extend learning and employment opportunities for their communities. The second part, consisting of guidelines for planning pathways, includes considerations in planning pathways, ways to organise external and internal scans and a pathway action plan.

With all the talking and planning and decision making that goes on in the group, there are endless opportunities for group participants to strengthen both their cultural identity and their social skills, and to do this naturally and meaningfully. As social skills are restored people feel a new sense of power and a strong desire to pass on what they have learnt to others. They say that it is the knowledge and confidence that they get from this group that helps them to reconnect Kooris to each other, to their culture and to the wider society. Delia Bradshaw, Koori Art course. Multiple Images, Common Threads, *p.58.*

Another rich and relevant example is the two-volume *Planning Pathways* by McIntyre and Kimberley referred to above. *Planning Pathways – for women from adult community education to vocational education and training* defines and illustrates several models of pathway planning, including entry point models, path to employment models, provider partnership models, volunteer work to VET training models, culturally appropriate pathway models and community development models. *Planning Pathways – a resource for developing pathways for women from adult community education to vocational education and training* provides numerous examples from around Australia of each of these pathway planning models.

Six Distinctive Features of Further Education Curriculum Design Model

This further education curriculum design model is designed for a wide range of learners, places and circumstances. For these reasons, it is:

- a coherent model that fuses together frequently isolated curriculum aspects – educational practices, learning outcomes, recognition and pathways – to create an integrated, rich learning experience;
- a mix-n-match model that allows an infinite number of curriculum combinations and permutations within each of the four aspects;
- an open, inclusive and enduring model that is designed to incorporate the latest further education thinking and good practice. Because the framework is neither a fixed, monolithic structure nor tied to one single subject, text, project or policy area, its capacity for inclusiveness promises a long shelf life;
- a responsive and dynamic model that reinforces the proven track record of further education co-ordinators and teachers to respond promptly and appropriately to their communities' desire for quality, choice and currency;
- a devolution of power model that affirms the central significance of teachers, learners and co-ordinators in localising and negotiating learning to achieve tailor-made, good quality learning outcomes; and
- a model that incorporates lifelong learning, the capacity consistently mentioned by researchers, employers, government thinktanks and teachers as most necessary for today and of tomorrow.

ENDNOTE: POLICIES IN EVOLUTION

Photo: Ponch Hawkes

Relevant policies

A range of recent local, state and national policy directions and priorities on education and training have contributed to the design of this conceptual framework. The most notable ones are:

- a focus on the future with regard to the requirements of Australian society in the twenty-first century;
- the promotion of diversity;
- the prominence being given to citizenship and civics education;
- the devolution of power and responsibility, alongside minimisation of government control, to the local context and site;
- the review of accreditation and recognition structures and templates, notably those described in *The Australian Recognition Framework*;
- national training reforms and in particular, National Training Packages; and
- the development of quality assurance management systems criteria.

With these in mind and conscious that many of these policies are still evolving, it was considered imperative to design a conceptual framework that:

- promises the continuity of valued further education philosophy, practices and outcomes while extending their domain to include pathways and recognition;
- formalises curriculum areas (pathways and recognition) where explicitness has often been absent;
- highlights those curriculum aspects that will stand firm for the foreseeable future;
- is not too tight or too loose, not too hollow but not too congested; and
- is not bound to bureaucratic procedures that might change shape or be abandoned.

Noting and distilling the major policy directives of the ACFE Board, the STB and ANTA, this conceptual framework sought to identify common ground between the policies being developed by these key bodies. What emerges most powerfully in recent documents produced by all three is the prominence given to the values of quality and choice. This conceptual framework, as a whole, as well as each of its constituent parts, has entwined these two strands.

Adult education does not take place in a vacuum: it contributes to social and national transformation one way or another. Roseanne Benn and Roger Fieldhouse, 'Adult Education and Learning for Citizenship' in Adults Learning, *June 1995, p.303.*

Quality and choice

All Australian education and training systems are putting emphasis on quality management frameworks. The framework adopted by the OTFE, based on the work of the Australia Quality Council, names seven categories – leadership; strategy and planning; information and analysis; people; customer focus (for further education, a focus on the learner and community); processes, products and services; and organisational performance – as the key areas for excellence in organisational management. As powers are devolved to local agencies, organisational self-assessments will reflect their specific organisational characteristics, structures and functions.

This conceptual framework for further education can be thought of as 'quality curriculum development and teaching', hence 'a quality further education framework', one designed to meet the needs and the expectations of learners and communities in today's complex world. Developing further education curriculum according to this framework is a way of fulfilling quality management principles with regard to all seven categories above. As such, it gives educational substance to quality management initiatives.

The notion of quality embedded in this conceptual framework is a multi-dimensional one. It is based on an understanding of learning that highlights the 'what next' and 'with what evidence' as much as the 'what' and 'how'. Given this perspective of learning, quality further education requires that equal attention be paid to four significant, interrelated aspects (the ones named in the Curriculum Design Model) if the learner is to be assured the best value for time, effort and money. Quality therefore means quality (multipurpose) practices, quality (rich) outcomes, quality (validated) recognition and quality (visible and accessible) pathways.

The concept of quality embedded in this further education framework embraces developments within the VET sector. However, given the complexity and scope of further education values, purposes and outcomes (personal, social, communal, cultural, academic,

Certainly there is a high premium placed on individual effort but it is always supported, at key moments, by face-to face workshops where all the course participants come together. This course provides the best of both worlds - the dynamic exchange of ideas that comes with group learning and the control over time and place that comes with self-paced home-based study. Delia Bradshaw, Flexible Delivery Introduction to Tourism course, Multiple Images, Common Threads, *p.98.*

We cannot remake the world through schooling, but we can instantiate a vision through pedagogy that creates in microcosm a transformed set of relationships and possibilities for social futures . . . Different conceptions of education and society lead to very specific forms of curriculum and pedagogy, which in turn embody designs for social futures. To achieve this, we need to engage in a critical dialogue with the core concepts of fast capitalism, of emerging pluralistic forms of citizenship, and of different lifeworlds. The New London Group, A Pedagogy of Multiliteracies: designing social futures in Harvard Educational Review, *Spring 1996, pp.72-73.*

'really useful knowledge' . . . implies knowledge which connects the cultural with the intellectual and the practical, makes no crude distinction between what is vocational and non-vocational. Jane Thompson, The great tradition: a personal reflection, Words in Edgeways, *p.130*

vocational and civic), the notion of quality implicit in this framework extends those developments in new ways. The learner is understood to be a worker, but also a multiplicity of other selves – for example, citizen, parent, carer, consumer and student. This definition of quality owes much to ACFE culture, ACFE values and ACFE successes.

The same is true of choice, a concept also applauded in policy statements about the continuous improvement of education and training organisations. The curriculum design model stresses learner and teacher choice of appropriate outcomes, methods, texts, resources, modes and tasks. The learning outcomes can be selected from a wide array of possibilities. The availability of recognition alternatives provides a sound foundation for future study, training, employment applications and other life choices. Paying explicit attention to attainable pathways increases choices for the future.

Widespread support

This conceptual framework for further education is part of a world-wide movement. Nationally and internationally, the call for a robust definition of lifelong learning is justified on economic as well as social justice grounds. Both the STB and the ACFE Board Vision statements emphasise lifelong learning, and further education is intrinsic to achieving a robust and enduring lifelong learning approach.

Bruce Chapman, located at the Australian National University's Centre for Economic Policy Research, admits the difficulty of quantifying the social benefits of education in Australia. Nevertheless he goes on to say that:

it is still likely to be the case that for . . . more informed public debate, more sophisticated voting behaviour and the additions to economic growth as a result of more informed workers dealing productively with random shocks . . . the additional learning from PCE (post compulsory education) delivers some societal benefits. (pp.1-2)

In Europe, support for the ideals represented by this conceptual framework is exemplified in worker education and labour market programs that promote broad general education. These further education programs are seen as the best way to ensure that workers will respond positively and productively to

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change, and also as the best preparation for undertaking retraining effectively and efficiently. The proponents of such initiatives assert that a rich concept of further education makes both economic and social good sense, creating a firm foundation for living in a world characterised by change and contradictions and complexity.

Above all, this conceptual framework is a vote of confidence in the transformative potential of further education, the potential for transforming both individual lives and whole communities. It is our answer to the question, posed so eloquently by Jacques Delors, author of the universally acclaimed *Learning: the treasure within*:

> How could [we] fail to highlight the ways in which educational policies can help to create a better world, by contributing to sustainable human development, mutual understanding and a renewal of practical democracy? (*Learning: the treasure within – highlights* p.14)

> *Isolated items of information do not constitute a corpus of knowledge until these items are sorted and fused to form coherent, inter-related entities. – If there is no limit to the growth of knowledge and applied knowledge, while the population is left without insight and a measure of influence, the result will be an inhuman, technocratic 'spectator' society.*
> The Golden Riches in the Grass: lifelong learning for all, *p.16.*

> *Whether we are discussing the multinational corporation, global agricultural development, the protection of endangered species, religious tolerance, the well-being of women, or simply how to run a firm efficiently, we increasingly find that we need comparative knowledge of many cultures to answer the questions we ask.*
> *Martha Nussbaum,* Cultivating Humanity: a classical defense of reform in liberal education *quoted by Michael Berube in 'Citizens of the World Unite'* Linqua Franca *September 1997.*

APPENDICES

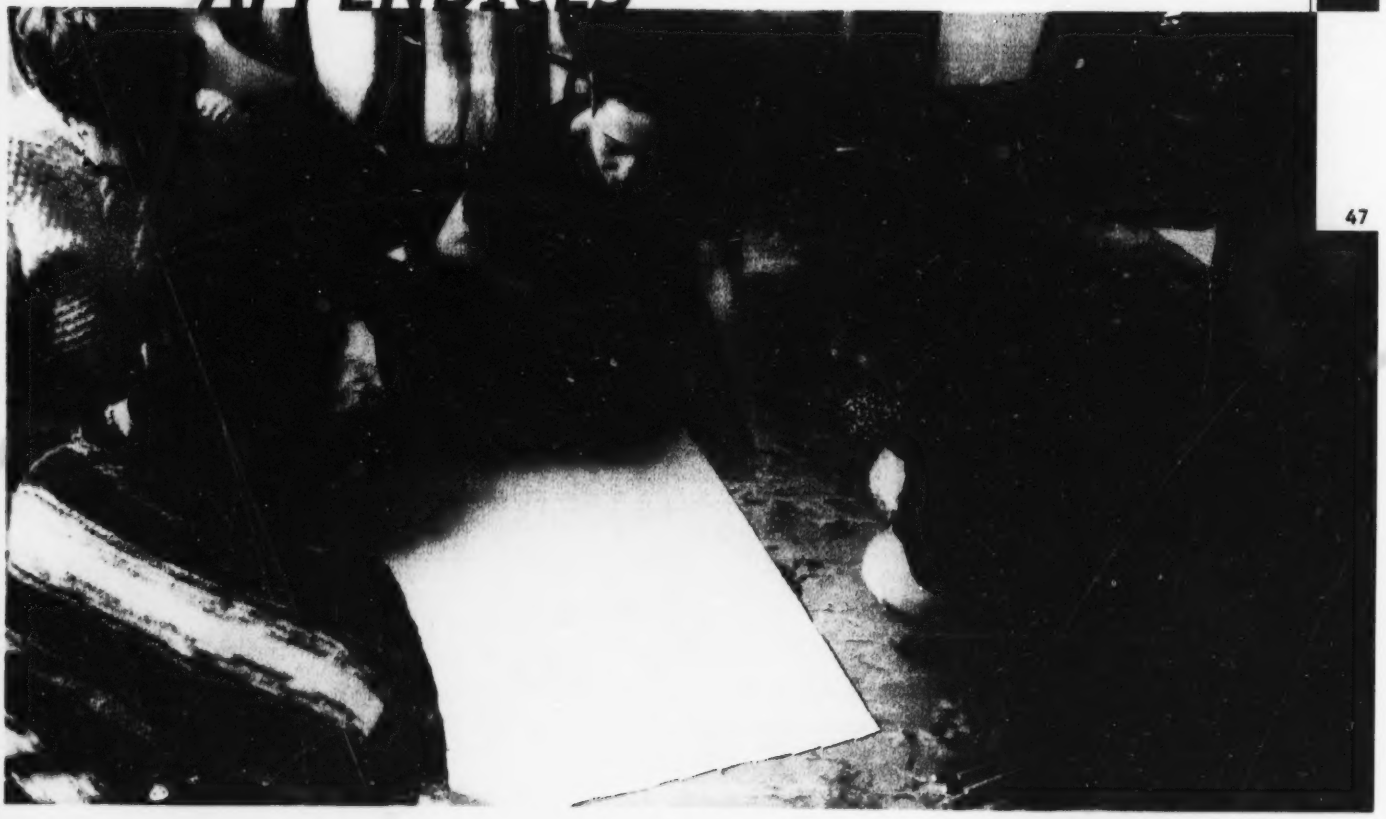

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Photo: Ponch Hawkes

Appendix A

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Appendix B

The Four Aspects and the Four Principles at a Glance

THE FOUR CURRICULUM ASPECTS

EDUCATIONAL PRACTICES

A multiplicity of inclusive, interconnected practices that encourage:

- creativity
- critical analysis
- transformation

They are based on:

- multi-dimensional pedagogies
- embedded assessment
- continuous evaluation

LEARNING OUTCOMES

A plaited subject-specific model that incorporates multiple connected outcomes including:

- subject knowledge and understanding
- language, literacy and numeracy
- learning to learn
- critical analysis
- action and reflection

RECOGNITION OUTCOMES

The multiple ways of documenting and validating learning achievements and credit arrangements.

PATHWAY OUTCOMES

A wide-ranging interpretation of pathway planning that embodies multiple possibilities for:

- evaluative choices
- coherent connections
- future action

THE FOUR FURTHER EDUCATION FRAMEWORK PRINCIPLES

MULTIPLICITY

encompasses diversity, complexity and paradox. It embraces multiple:

- literacies
- intelligences
- cultures
- identities
- perspectives and interpretations
- personal and social roles
- personal and political allegiances
- educational goals
- educational subject areas
- educational methods
- educational outcomes

CONNECTEDNESS

emphasises the educational imperative to establish connections between:

- emotional and rational
- physical and spiritual
- cognitive and ethical
- personal and political
- knowledge and action
- past, present and future
- individual and community

Connectedness is a counterweight to multiplicity.

CRITICAL INTELLIGENCE

involves learning to learn, judgement, analysis, interpretation, self-understanding, questioning, and the acquisition of knowledge and skills.

Critical intelligence is needed for:

- intuition
- interpretation of symbols
- use of practical skills
- creativity and innovation
- framing issues and questions
- solving problems
- spatial judgement
- personal relationships
- communication through language

TRANSFORMATION

means the power to take action to effect change. It is closely allied to the notion of agency.

It requires consciousness of what generates personal and social change, the alternatives available and the consequences of choices.

A key concept of transformation is citizenship – of neighbourhoods, communities of interest, workplaces, electronic networks, nations, and the global community.

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Photo: Les O'Rourke

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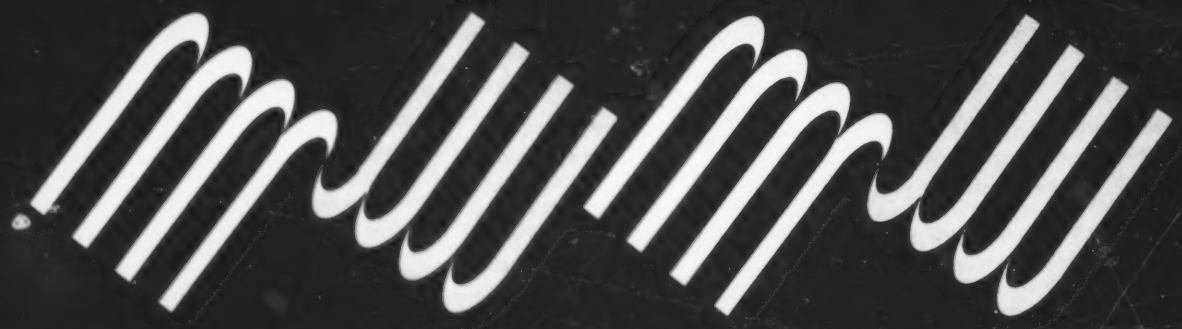

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